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One of a series of studies pertaining to role theory, the role of the public school teacher, and the relationships between teacher role and the problems of teacher recruitment, the investigation examines differences in teacher roles as perceived by teachers, college education majors, and college students majoring in other fields. It is assumed that occupational choice is most often made because of role concepts. Need for teachers requires an understanding of the dynamics of occupational selection to assist in recruitment.

Questionnaire forms were used to elicit positive norms, negative norms, and expectations for teacher behavior in a variety of settings and social situation backgrounds and to obtain cognition for teacher traits without regard to background. An additional form based on five-point scales dealt with teacher behavior in context to which the respondent gave his own expectations and attributed similar cognitions to people in general, school officials, and teachers. Ninety-eight teachers and 244 undergraduate college students, half of whom were education majors, were interviewed.

The data suggest that beliefs rather than values keep non-education students from considering a teaching career. It is implied that more students may be recruited into education through campaigns of information aimed at changing mistaken beliefs about the teacher role. The existence of significant differences between teachers and education students in role elements points to difficulties students will experience during a first year of teaching and explains the high dropout rate during the first year. The programs should counter mistaken or idealistic concepts of the teacher role. References and an appendix are included.

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Role of the Teacher and Occupational Choice

by

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Volume 4 - Studies in the Role of the Public School Teacher

Social Psychology Laboratory
The University of Missouri
Columbia
June, 1961

Conducted under Contracts with the Cooperative Research Program
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at
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ROLE OF THE TEACHER AND OCCUPATIONAL CHOICE

by

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Volume 4 - STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER

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Columbia
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Initial distribution of this report has been made to the Cooperative Research Program of the Office of Education, Department of Health, Education, and Welfare; and copies of it may be obtained on loan from depository libraries of the program.

Additional copies may be purchased from the University of Missouri Press, Building T-2, the University of Missouri, Columbia, Missouri.

FOREWORD

In July 1958, a program of research on the role of the public school teacher was inaugurated at the University of Kansas City. This program has had three broad objectives:

1. To pursue role theory and aid in its development as a sophisticated system of analysis in social psychology.
2. To study extensively and empirically the role of the public school teacher.
3. To explore the relationships between teacher role and the problems of teacher recruitment.

These objectives have required a variety of activities. To date, staff members have engaged in: (a) The development of a consistent set of terms and distinctions applicable to role theory; (b) The systematic review of the published literature on role theory and on empirical studies of educational roles; (c) The development of a methodology applicable to the study of roles; and (d) The collection of interview data from respondents in the Kansas City metropolitan area in three field studies covering aspects of the role of the public school teacher.

In part, this research program has been supported by the Cooperative Research Program of the Office of Education, Department of Health, Education, and Welfare through two research contracts, one granted to the University of Kansas City and one granted to the University of Missouri to which the project moved in September 1960. Additional support of the program is now being provided by the Office of Naval Research (Group Psychology Branch).

This volume is one of several which are submitted to the Cooperative Research Program as a Final Report. It is concerned with an examination of differences in teacher roles held by three groups of respondents, teachers, college students of education, and college students majoring in other fields. Each chapter of the volume compares these three groups in terms of some aspect of teacher role as measured by a different instrument of analysis technique.

We are able to show significant and systematic differences between the roles held by these groups. The findings are then interpreted for both role theory and problems of teacher recruitment, training, and retention.

Other Final Report volumes are also available from this research program. These are organized into two series. The numerical series deals with findings from our empirical investigations of teacher role in Kansas City. The alphabetic series is concerned with role theory, methods and bibliographic reviews. A general outline of reports, either already available or in preparation, is provided in Figure i.i on the following page.

Some materials within this volume will assume a prior acquaintance with Volume 1 - Orientation, Methods and Materials (see Figure i.i). Whereas the casual reader will find that this volume may be read for findings and interpretation, the serious reader who is concerned with methods, assumptions and samples is urged to acquire a prior familiarization with Volume 1. Or better yet, to keep it handy while reading this volume.

Bruce J. Biddle
Howard A. Rosencranz
Earl F. Rankin, Jr.
March, 1962

GENERAL OUTLINE - STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER

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- 2 - General Characteristics of the School Teacher's Role
- 3 - Positional Differences in Teacher Role
- 4 - Role of the Teacher and Occupational Choice
- 5 - Own and Attributed Cognitions for the Teacher
- 6 - Type of Community and Role of the Teacher

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CHAPTER I

INTRODUCTION

The Problem

National needs for an adequate number of good teachers requires an understanding of the dynamics of occupational selection, particularly as they relate to the social role of the public school teacher. The relationship between role and decision-making with reference to a teaching career has been given little attention; in fact, until recently most approaches have tended to ignore the cognitional aspects of career choice.

Traditionally, career decision-making is conceptualized as an individual process of multi-step choosing, which involves such many faceted variables as aptitude, abilities, values, and opportunities. Implicit in this picture is the strongly suggested relationship between effectiveness or proper selection, and rational behavior. 1,2,3/ Accurate knowledge and attitudes about and toward careers are presumed given. Some variations of this "wholistic" treatment are found in research efforts devoted to isolation of conscious and unconscious motives. 4,5,6/ Discouraging, however, are the outcomes from these verbalized or indirectly obtained "reasons" for career choice. Invariably the "motive construct" findings do not distinguish one professional job from another; they tend to be reasons for work in general.

Even less fruitful is the "trait" or occupational personality approach which seeks to isolate personality configurations of the typical teacher. 7,8/ Although these studies are interesting, the "cause and effect" question posed by Willard Waller long ago still remains unresolved. 9/ Are traits acquired by occupants of positions or do traits in and of themselves determine career selection?

Finally, socio-economic determinants in occupational selection of teachers have been given attention. 10, 11/ Here the shortcomings in terms of career recruitment are obvious for while class origin generalizations and group composition studies tell who became teachers, no meaningful explanations result as to "how or "how wisely".

Underlying all of these approaches above are several assumptions which deserve examination. Are all subjects studied responding to a well-defined, universally perceived constellation of behaviors defined as the teacher role? Do these role conceptions adequately reflect the realities of the teacher position? Do young persons choosing a career in teaching have an adequate picture of the behaviors exhibited or demanded of their profession? If the role conceptions they hold for the teacher are not veridical, then their career decisions may be mistaken or they will later have to adjust the role in which they participate. Likewise, good potential teachers may be lost because they project mistaken or missing role elements into this career role. Getzels and Guba 12/ have shown that role elements carried by teachers were different for younger and older teachers. Similarly, life style cognitions held by college students for seven different occupations including teacher were found to be differentially related to occupation of respondent's father, size of respondent's community, sex of informant, and other perceiver variables. 13/ Thus it is reasonable to suppose that differential roles are maintained for teaching by those who decide to become and those who reject teaching as a career. Further, it might be hypothesized that teachers themselves change their concepts of teacher role as they pass through the successive career stages of occupational entry, trial period, and stable work period.

The objective of the study reported in this volume is to examine in detail role cognitions held for the public school teacher by three groups of persons: Teachers, Education students, and Non-education college students. These three positional samples are persons who as role perceivers represent various degrees of committment to this profession. Specifically: (1) Teachers, as role occupants, should have realistic or at least first hand notions of this actual positional role, (2) Education students, as college students majoring in education, are persons who have selected this occupation as a career, and finally (3) Non-education students; who by virtue of no-major or choice of another major relate themselves least to the occupation of teacher, if, in fact, they have not rejected it completely

Conceptual Distinctions.

While a more thorough discussion of terms and concepts of rôle theory may be found in Volume A of this series 14/, a brief summary of terminological distinctions is included here.

Expectations and Norms. One of the basic distinctions consistently made in this study is the delineation between expectations and norms. An expectation is a subjective probability cognition held by a person and projected to the characteristics or behaviors of a person or position. These beliefs (expectations) may or may not be accurate; they may not reflect accepted values or have approval. "Teachers are unintelligent" may be an expectation that a person holds. This expectation is neither approved nor accurate, nor is it in keeping with American societal standards. But it is an example of an expectation that may be held.

A norm is a value-oriented cognition -- again about characteristics or behavior of a person or position. One might hold the norm that teachers should be intelligent. This is a standard and is not the same as an expectation that teachers are intelligent or that, on the basis of behavior, teachers actually do reflect intelligence.

An examination of expectations for teachers should tell us something about stereotypes which people hold about Teachers. Stereotypes become meaningful if they represent the information people believe they have about their social world. Likewise the study of norms should tell us about standards and about basic issues of morality in relation to teachers. We assume that the teacher role is largely made up of both norms and expectations held for teachers.

Aspects of Cognition. Certainly other distinctions must be made between cognitions held about persons or groups. A distinction between other characteristics and behavior has already been implied above. Behavior refers to any overt action being carried out by a teacher. Behaviors may be transitory or prolonged, may be directed towards other persons or toward objects. Behaviors are likely to be volitional, observable, more of a molar than a molecular nature, and they are likely to be "situation bound". In other words, persons behave differently in church as opposed to behavior in a night club... Whatever else, a behavior is a description of what a person is doing.

As different from behavior, the term trait is used to refer to those characteristics or traits of a person which are presumed static or stable. Thus, age, sex, skin and eye color are relatively permanent, non-volitional, or non-directed. Such features are less situation bound and less transitory than are behaviors. Frozen patterns of behavior also become traits. Thus we often hear that teachers are kind or cranky. Those are examples of persistent patterns of behavior that are treated as traits irrespective of specific situations or backgrounds. Similarly, motivations, attitudes, abilities, and other hypothetical constructs standing behind behavior may be viewed as traits. All of these elements are alike in that they represent a description of the person or position presumed to be independent of context; all are defined at the cognitive rather than overt level.

Backgrounds. A physical setting is simply one kind of situation or context in which a respondent may hold expectations or norms for teacher characteristics. As Barker and Wright 15/ have shown, physical settings not only attract certain classes of persons but also appear to generate certain patterns of behavior in those who enter them. For example, pupils may be found running on the grounds and walks around a school building but not in the classrooms, and ordinarily not in the halls. Physical settings are not the only type of context in which behavior is judged. Social situations, such as the distinction between a spelling lesson, music period and study hall (all of which may be conducted in the same classroom and involve the same participants) also determine behavior. So do the time of day, the positional affiliation of the persons present, physical characteristics of the environment such as light and heat, and serialized patterns of social action. An example of the latter is the "deviancy control incident" in which a teacher identifies a pupil who is out of line and then stops the ongoing activity in order to reestablish control.

Framework. The term framework denotes a content area which is used by an observer or participant to judge the behavior(s) or other characteristics of another.

When content areas are selected by independent observers to describe a position, it can be assumed such content is a salient aspect of the observer's cognitive structure. When many observers report the usage of the same framework, it can be assumed that thi is information relevant to the role of that position. As used here, frameworks are assumed to consist of a scale of mutually exclusive points into which characteristics of the teacher may be mapped. 'Harshness and 'loving' are independent characteristics of teachers, but within either of these frameworks various gradations may be noted. Thus, the 'harsh' teacher should not be confused with the 'very harsh' or 'gentle' teachers - all of whom are judged on a scale of harshness.

Level of Cognition. A fifth distinction must be made between role elements which are held by respondents and those which are attributed to others. These latter are attributed cognitions. For example, a respondent can provide both his own norm for teacher behavior and attribute a different norm to another position: "I disapprove of teachers speaking out too strongly at PTA meetings, but I believe school officials are in favor of teachers speaking out." Thus the respondent personally holds a negative norm but attributes a positive norm to another or sentient object position.

Own cognitions (cognitions held by respondents) and attributed cognitions may not coincide. In fact, often they may be expected to be independent. Thus there is no reason to assume that teacher behavior, own norms about teacher behavior, own expectations, attributed norms, or attributed expectations should be alike. When respondents represent differing community positions, it would be surprising if they did coincide. Similarly, it is presumed that norms and expectations attributed to one's own sentient object group would tend to be different from norms attributed to other sentient object groups.

Respondent position. Respondents, too, belong to social positions bearing distinct functional relationships with that of teacher. Each of the positional groups of teachers, education students, and non-education students might be expected to hold differential norms and expectations about teachers. Indeed, they may attribute different norms and expectations to other positions concerning the subject position, teacher. Since each of these positions has unique experiences and needs, it would be surprising to find absolute unanimity of beliefs or values. And probably more important, minimal consensus must exist among expectations or norms held for a subject position (teacher in this instance) or the ongoing activity to which they are basic (school program) will fall apart.

Recruitment.

In order for intra-generational occupational replacement to take place within a functioning social system, several processes must be operating. Minimally, there must be (1) ways of acquainting potential workers with the variety of occupations open to them; (2) ways of selecting persons for given occupations; and (3) ways of training the new recruits in the specific skills which different occupations require.

In a complex industrial society that is subject to changing technology and shifting socio-economic mobility of its members, who profess an ideology that theoretically calls for freedom of choice, the conditions for occupational selection described above become more complicated, subject to less control, and are vulnerable to less effective operation. Manifestations of such dysfunctioning become apparent when for certain occupations insufficient numbers of workers are available to fill societal demands, when monetary and honorific rewards for occupants are not commensurate with returns for comparable contributions, when job occupants inadequately perform their tasks, and when turnover or drop-our rates reveal disatisfaction among workers themselves. In spite of its critical importance to the American way of life, the job of the public school teacher may be characterized as reflecting these symptomatic disorders. There seems to be little doubt that the processes of selection and recruitment of teachers need considerable study.

Significantly, the role held by the potential teacher is crucially involved in each of the three processes above. Aptitudes, abilities, preferences, motives and educational opportunities for the person may all 'match' to suggest a teaching career, yet if the role held is inaccurate or unfavorable, the teacher-to-be is likely to end up in another profession or to make a miserable adjustment.

Disparities among the cognitions chosen for comparison in this study should reveal, and in fact do, areas of role conflict that have real implications for the processes of teacher recruitment. Here are the kind of questions for which data analysis in the following chapters can provide answers. What are the behavioral content areas where student cognitions and teacher cognitions differ? Do education students have idealized conceptions of the teaching profession as different from other college students? Do education students, non-education students and teachers hold non-veridical cognitions? Do cognitive disparities exist and if so, are such disparities more frequent among norms or expectations?

The Role Study

The study reported here (called The Role Study) was conducted during the winter and spring of 1960. This study had as its major objectives the broad exploration of teacher role in a metropolitan center and the relating of role for the teacher to recruitment into the teaching profession. A number of distinct questionnaire forms were used in the Role Study of which three contributed data reported here. Form One consisted of a questionnaire designed to elicit positive norms, negative norms and expectations for teacher behavior in a variety of setting and social situation backgrounds. Form Two consisted of a similar questionnaire designed, however, to elicit cognitions for teacher traits (without regard to background). Form Four consisted of a series of fifty frameworks which dealt with teacher behavior in context to which the respondent was asked to give his own positive and negative norms and expectations and to attribute similar cognitions to people in general, school officials, and teachers. Forms One and Two were open-ended and asked respondents to state their own content frameworks. Form Four was closed-ended with five-point scales provided for all answers. A complete description of these forms and sample questionnaires are given in Volume 1 of this series 16/.

Respondents in the Role Study were drawn from the Kansas City community and from the major institution of higher education in the area. Community respondents represented parents, pupils, teachers, and school officials of which only the response of teachers are reported here. Community respondents (including teachers) were sampled out of fifty schools in the metropolitan area chosen to be representative of the area on a number of criteria including geographic location, size of school, urban-suburban-rural status and the like. Interviews were conducted in centrally located schools and took approximately two and one-half hours. Altogether, 98 teachers were interviewed.

The Student sample consisted of 244 undergraduate college students from the University of Kansas City. About one-half of these were students in the school of education and the other half were majors in all other areas or had not yet selected a college major. Since the college student respondents reacted to the same forms and questions as did members of the community, positional analyses are possible among the data. This volume is specifically concerned with comparing responses for the teacher position and the two student positions.

Methods of Analysis

Chapters II, III and IV which follow represent analyses of the three different questionnaire forms, and consequently slight variations in treatment are required. Special methods peculiar to data from only one of the particular forms are discussed in the appropriate chapter. Common to all analyses in this volume, however, are the positions analyzed (Teacher, Education student, Non-education student), the use of the Mann-Whitney z_U as a test of significant difference when scaled data comparisons are made, and the use of *t* tests for comparing usage of content frameworks.

In each of the three forms for which data are reported here, scaled comparisons have been made among responses. Form Four responses were pre-scaled. In Forms One and Two the volunteered responses were coded on five-point scales representing a series of rank ordered behavioral (or trait) alternatives ranging from 'presence' to 'absence' of the characteristic being coded.

The Mann-Whitney z_U is a modification of the Mann-Whitney "U" appropriate for dealing with ordinal response scales. Results from this measure are comparable to those obtained when a "t" test of significance of difference between means is used.

A discussion of the "U" may be found in Siegel 17/. A discussion of the z_U, along with a description of the computer program used for data processing may be found in Volume C of this series 18/.

For both Forms One and Two, an additional comparison was made between positional groups on usage of content frameworks. Since data were volunteered in these forms, choice of frameworks was up to the respondent, and comparisons could be made between respondent positions for number of respondents who chose to use a given framework. The statistical test used for these comparisons was the *t* test of difference between proportions. Again, because of the large number of comparisons made, computation of scores was made using a computer.

Limitations of the Findings

Probably no research measures up to the idealized standards that investigators set for themselves. Especially is this true of empirical work in the behavioral sciences. For this reason and the usual factors that tend to be found operating in the social sciences, several limitations upon conclusions reported here seem to be indicated.

First of all the instruments utilized depend upon certain assumptions. It was assumed that role cognitions are conscious or sufficiently so that they could be verbalized by respondents. It was assumed that respondents were willing or able to report cognitions honestly. It was assumed that various cognitions held for different types of behavior or teacher characteristics could be measured or "tapped" independently with single, scaled questions.

Secondly, utilitarian methodology sets limits in both design and coverage when questionnaire forms are constructed. Although items used in the Role Study were chosen from pilot studies, the authors do not presume that all variables in teacher role behavior have been explored.

Finally, caution is suggested in generalizing beyond the sample used in this study. Certainly it is probable that some of the findings reported represent conditions peculiar to the Kansas City community from which these data were obtained.

CHAPTER II

VOLUNTEERED COGNITIONS FOR TEACHER TRAITS

Introduction

In Form Two subjects were asked to volunteer their likes, dislikes, and expectations for teacher traits. No background or setting was specified, and the burden of providing content rested upon the respondents. The data have been compared for disparities between the teacher, education student, and non-education student positions. Two types of analysis have been used: (1) comparisons between positions in terms of usage of frameworks, (2) comparisons between positions for scaled normative and expectational distributions in each framework. Insights into the following problems should be provided by the analysis of this material.

1. Which were the salient frameworks used by respondents when cognitively mapping the teacher position?
2. What (if any) are the areas of cognitive disparity?
3. Are there positional stereotypes and if so what are they?

Tables of results for this chapter are located in the appendix and in the body of this chapter. Tables A_1, A_2, and A_3 found in the Appendix summarize usage of 53 content items for positive norms, negative norms, and expectations respectively. Only content areas reported by 5% or more respondents (regardless of cognitive usage) were chosen for analysis of difference in positional usage.

Results Based on Percentage of Usage

Table 2.1 shows those content areas that produced significant difference of usage when comparisons were made between teachers and education students and between teachers and non-education students. Directionality of difference is indicated by + = greater usage of framework by students (education or non-education) whereas - = lesser usage of framework by students (education and non-education) than teachers. *** = $p < .001$, ** = $.001 < p < .01$, and * = $.01 < p < .05$ respectively. It should

TABLE 2.1

SIGNIFICANT DIFFERENCES IN TRAIT FRAMEWORK USAGE

No.	Item	Positional Comparisons	Positive Norms	Negative Norms	Expectations
016	Cooperative	ES - T	-11.0**	- 8.0*	
		NES - T	-12.7***		- 6.1*
021	Discriminates	ES - T		+22.0**	
		NES - T		+ 8.9*	
023	Encourages	ES - T			
		NES - T	+ 6.1*	- 1.2*	
028	Expresses Satisfaction	ES - T			
		NES - T		- 8.3*	
034	Improves	ES - T			
		NES - T			- 9.2*
080	Verbalization	ES - T			
		NES - T	+10.4**		
106	Appropriately	ES - T			
		NES - T		+ 6.3*	
113	Creatively	ES - T		+ 6.0*	+ 8.0*
		NES - T			
115	Democratically	ES - T		+12.0**	+ 6.0*
		NES - T			+ 5.0*
117	Diligently	ES - T		-13.1**	-14.0**
		NES - T		-10.1**	-14.3**
122	Ethically	ES - T		- 8.1**	
		NES - T			
123	Fairly	ES - T			
		NES - T			- 7.8*
124	Firmly	ES - T		+10.0*	
		NES - T		+ 8.0*	+ 8.4*
136	Humorously	ES - T			
		NES - T	+14.9**		
139	Kindly	ES - T			
		NES - T	- 7.3*		
140	Knowledgeably	ES - T			
		NES - T			+10.2*
144	Orally	ES - T			
		NES - T	-16.3***		- 9.6*
145	Orderly	ES - T	-11.0*		
		NES - T	-14.0**	- 6.1*	- 6.9*
151	Professionally	ES - T	-10.0**	-18.0**	
		NES - T		-23.6**	-19.3***
155	Reasonably	ES - T			
		NES - T		+ 5.5*	

TABLE 2.1 (Continued)

No.	Item	Positional Comparisons	Positive Norms	Negative Norms	Expectations
164	Well Groomed	ES - T			
		NES - T			- 8.8*
166	Interestingly	ES - T			
		NES - T	+ 8.9**		
206	Enjoy Doing	ES - T			
		NES - T	- 5.7*		
210	Interested In	ES - T			+12.0*
		NES - T			
401	Community Participation	ES - T			
		NES - T			- 7.2*
416	Well Educated	ES - T	- 7.0*		- 9.0*
		NES - T			- 6.9*

Note: ES = Education Student, NES = Non-Education Student, T = Teacher

Table 2.2

NUMBERS OF SIGNIFICANT DIFFERENCES BETWEEN TEACHERS AND STUDENTS FOR TRAIT FRAMEWORK USAGE

	Teachers X Ed. Students		Teachers X Non-Ed. Stu.		Totals		
Cognition Type	+[*]	-	+	-	+	-	
Positive Norm	0	4	3	6	3	10	13
Negative Norm	4	4	4	6	8	10	18
Expectation	3	2	3	9	6	11	17
Totals	7	10	10	21	17	31	48

[*] + sign refers to greater usage by students (education and non-education), - sign refers to less usage.

be noted that of the 53 frameworks used by 5% or more respondents only 26 frameworks produced interpositional disparities based on percentage of usage. No interpretation of Table 2.1 is made here, as Tables 2.2 and 2.3 summarize the results to be found here.

Table 2.2 summarizes statistically significant usage disparities between teachers and the two student positions. For each type of cognition and student group 53 comparisons were made. The numbers reported in Table 2.2 represent those which were statistically significant, while the signs refer to greater or lesser usage by students. Findings in Table 2.2 include the following:

2.21 There are more negative signs than positive. This indicates that teachers tended to use more of the 53 high-use frameworks than did either student position and suggests a greater acquaintance with the content of teacher role by teachers.

2.22 There are nearly twice as many significant differences between teachers and non-education students (31) as between teachers and education students (17). Education students appear to occupy a point midway between teachers and non-education students in usage of content frameworks. This finding of rank order among the three positions is supported throughout the study and appears in all subsequent chapters.

2.23 There is some tendency for disparities to occur more frequently in negative norms (18) and expectations (17) than among positive norms (13). In addition, it should be noted that education students and teachers appear to be about balanced in their use of negative norms and expectations. This suggests that greater differences occur in content description of the teacher role between the naive respondent (non-education student) and the sophisticated respondent (teacher) in the realms of prohibition and anticipation; while these same areas are the most sensitive to whatever selective or educative processes are operating for the positional apprentice (education student).

Figure 2.3

CONTENTS OF SIGNIFICANT DISPARITIES IN TRAIT USAGE

Cognition Type	Teachers X Ed. Students		Teachers X Non-Ed. Students	
	+*	-*	+	-
Positive Norms		Cooperative Orderly Professionally Well educated	Verbalization Humorously Interesting	Cooperative Orderly Encourages Kindly Orally Enjoy doing
Negative Norms	Firmly Discriminates Democratically Creatively Ethically	Professionally Diligently Cooperative	Firmly Discriminates Appropriately Reasonably	Professionally Diligently Orderly Encourages Expresses Satisfaction
Expectations	Democratically Interested in Creatively	Diligently	Democratically Firmly Knowledgeably	Diligently Cooperative Improves Fairly Orally Orderly Professionally Well-educated Community Participation Well groomed

*+ sign refers to greater usage by students (education and non-education), - sign refers to greater usage by teachers.

Figure 2.3 shows the content of significant differences in usage reported in Table 2.2. The directionality of disparities is again indicated by sign. Figure 2.3 also shows those content items which produced disparities and were used by both student positions. Underlined content items were used by both student positions differently from teachers. Those items not underlined were uniquely used by the indicated student position. Findings in Figure 2.3 include the following:

2.31 There was a tendency for the student positions to use several of the same content items. In other words, some disparities between teachers and students showed evidence of similarity of cognitive structure for the two student groups. All three cognitive types contained items used by the two student groups more or less than by teachers.

2.32 Items showing greater usage by students included firmly, discriminates, and democratically, while items used more by teachers included cooperative, orderly, professionally, and diligently. This would suggest that teacher-pupil relations were more salient for students while impersonal and teacher-principal relations were more salient for teachers.

2.33 Along with some evidence of similarity between the cognitive structures of students, there appeared a number of uniquely used items. Education students and teachers differed in frequency of usage for cooperative (used less by students) and democratically, creatively, interested in, and ethically (all of which were used more by students). Non-education students differed in using verbalization, humorously, interesting, reasonably, appropriately, firmly, and knowledgeably more and encourages, kindly, enjoy doing, orderly, expresses satisfaction, cooperative, improves, fairly, orally, professionally, well-educated, participation, and well-groomed less than did teachers. By comparison, education students appeared more verbal (particularly with regard to educational 'party lines'), while non-education students appear to be poorly informed about many of the daily tasks performed by the teacher.

2.34 The greatest number of disparities occurred in the area of expectations between teachers and non-education students for items used less by non-education students than teachers.

2.35 No items produced positive norm disparities of greater usage by education students than teachers. For positive norms when disparities occurred, it was the result of greater usage by the teachers than education students.

The findings in Figure 2.3 indicate that education students have a tendency to use some abstract idealistic set of frameworks when volunteering cognitions for teacher traits. This could easily be a function of the training they are receiving and the implication would be that such training lacks concreteness and reality orientation. It is also possible that the educational profession is somewhat selective and those who aspire to;membership are idealistic individuals. It is also possible there is an aspect of rationalization in the frameworks usage of education students. They may be clothing the profession with ideal rather than real qualities that allow them to create an image that can be tolerated by themselves or is sure to be accepted by other positions. Non-education students, by contrast, do not appear to use or be interested in idealistic frameworks. They give evidence of a hedonistic approach to teacher traits and education and appear to focus on those frameworks which provide personal satisfaction and support. The expectational disparities of lesser usage between teachers and non-education students also gives some evidence of an unfavorable stereotype held by non-education students for the teacher position; their expectations for teachers are not high. The teacher appears to focus cognitions upon frameworks concerned with professional growth, doing an effective job, and facing reality. It may be such frameworks are really the concerns of teachers but it is also possible that teachers are aware of the values and expectations of the community and tend to volunteer acceptable frameworks.

Table 2.4 is not based upon Table 2.1 but rather reports the number of high use frameworks used by each respondent position. Frameworks were included in this table if they were used by 15% or more of respondents. The decision to use the 15% cut-off figure for inclusion of items is an arbitrary one, but similar results would have been obtained with other figures. Findings from Table 2.4 include the following:

2.41 There are more high-use frameworks reported for positive norms (27) than for negative norms (12) or expectations (14). It is to be assumed that this reflects a greater agreement upon criteria for what a teacher 'should' be like than upon expected or devalued teacher aspects. Hence, there is greater stereotyping of teacher role for positive norms.

2.42 In line with this finding, it should also be noted that a rank-ordering appears among respondent positions for usage of positive norm frameworks. Teachers report the greatest number of high use frameworks (13), followed by education students (9) and non-education students (5). This order is not indicated for either negative norms or expectations. It is presumed that teachers are either most familiar with the stereotypes applying to their position or are simply giving more responses than the student positions. As in finding 2.22 we again find education students midway between teachers and non-education students. As in finding 2.23, positive norms appear to be quite different from negative norms and expectations.

2.43 In contrast with the above two findings, negative norms are unique in a low proportionate use of manners. It should be noted that 19 out of 27 used frameworks are manners for positive norms, 8 out of 14 are manners for expectations, while only 6 out of 12 are manners for negative norms. This suggests that whereas action is an 'assumed' characteristic when dealing with expected or wanted teacher behaviors (thus, the respondent focuses upon the manner in which the assumed behavior is carried out); that when dealing with the particularistic complaint of the negative norm it is the action itself

Table 2.4

NUMBER OF HIGH USE TRAITS GIVEN

BY RESPONDENTS

Cognition Type	Type of Characteristic	Teacher	Education Student	Non-Ed. Student	Total Used	Total Possible *
Positive Norms	Actions	3	2	1	6	86
	Manners	9	6	4	19	66
	Imp. Cog. Structs.	1	1	0	2	19
	Features	0	0	0	0	11
	Backgrounds	0	0	0	0	21
	Reactions of Others	0	0	0	0	4
	Total	13	9	5	27	207
Negative Norms	Actions	0	3	2	5	86
	Manners	3	3	0	6	66
	Imp. Cog. Structs.	0	0	1	1	19
	Features	0	0	0	0	11
	Backgrounds	0	0	0	0	21
	Reactions of Others	0	0	0	0	4
	Total	3	6	3	12	207
Expectations	Actions	1	1	1	3	86
	Manners	4	3	1	8	66
	Imp. Cog. Structs.	1	1	1	3	19
	Features	0	0	0	0	11
	Backgrounds	0	0	0	0	21
	Reactions of Others	0	0	0	0	4
	Total	6	5	3	14	207

*Number of Frameworks available for respondent usage.

which is of concern. If positive norms are stereotypic and manner oriented, expectations may be classed as non-stereotypic and manner oriented, while negative norms are non-stereotypic and action oriented.

2.44 Respondent positions are alike in their negligible usage of imputed cognitive structures, features, backgrounds and reactions of others. Apparently, these latter aspects of teacher role are not salient for any of the respondent positions examined.

Results of Distributional Comparisons

Table 2.5 summarizes the significant disparities that emerged when the teacher position was compared with the student positions for cognitive distributions of teacher traits. Again, as was the case for content usage, comparisons were made between the positions for each cognition type (positive and negative norms and expectations). The same 53 high-use content items were used. In table 2.5, a signed mean difference is reported in order to indicate degree and directionality of significant differences while statistical significance was computed using the Mann-Whitney z_U. A positive mean difference indicates greater scaled point score (absence of the trait given) in usage by one of the student groups and a negative sign indicates a lower scaled point score (presence) by one of the student groups in comparison with teachers.

Altogether, for all three types of cognitions, only nine comparisons were found to be significantly different. In terms of the total number of comparisons made, this indicates chance occurrence. Explanation for random incidence of significance for these comparisons may be attributed to one or a combination of the following:

1. In the process of assigning scale point values to responses, most responses received a value of 1 or 5. The heavy loading of the ends of the scale might obscure differences that would appear if scale points received a more even loading. A finer measuring instrument might be desirable.

2. The framework which were selected for analysis were content items used by a certain percentage of respondents. (5% and above.) Only those respondents

Table 2.5

SCALED DIFFERENCES IN VOLUNTEERED TRAITS USED BY RESPONDENTS

Content Item	Comparison	Level of Significance and Mean
	Positive Norms	
(021) Discriminates	Teacher vs Education Student	* -1.06
(416) Well Educated	Teacher vs Education Student	* 1.0
	Negative Norms	
(020) Disciplines	Teacher vs Non-education Student	* -1.8
	Expectations	
(010) Broadminded	Teacher vs Education Student	** 1.6
(016) Cooperative	Teacher vs Education Student	* 1.1
(117) Diligently	Teacher vs Non-education Student	* 1.9
(121) Enthusiastically	Teacher vs Non-education Student	* 3.5
(210) Interested in	Teacher vs Non-education Student	** 1.5
(310) Voice Quality	Teacher vs Non-education Student	* 2.0

denotes .01 < p < .05

* denotes .01 level of significance < .01

unteering a framework were included, and it is possible that items selected on s basis are of such a nature that there is apparent scale point consensus for the ee positions being compared, (teacher, education student, non-education student).

3. Responses reflect small N's. The number of responses for any given tent item and scale point may have been so small as to produce no significant fferences.

4. It is possible that few cognitive disparities exist for highly salient ameworks. This may imply that salience of role elements is in part produced by shared system of morality and that few disparities exist for such stereotypic ntent areas. It should be noted that Form Four data produced numerous cognitive sparities for these same respondents but that items were chosen for Form Four upon her grounds than saliency.

There appears to be little justification for any interpretation of the sults in Table 2.5.

nclusion

Significant positional differences were found when Form II data were analyzed the basis of percentage of usage. No significant positional differences resulted hen these data were subjected to a distributional analysis. The implications of hese findings for both role theory and the teacher position will be suggested in hapter VII.

CHAPTER III

VOLUNTEERED COGNITIONS FOR TEACHER BEHAVIORS

Introduction

Form One of the Role Study asked respondents to state positive norms, negative norms and expectations for teacher behaviors for forty specified backgrounds in the school. For any given background a respondent was asked for five statements of liked, five statements of disliked, and ten statements of expected teacher behavior. To reduce respondent fatigue, five copies of the form were prepared, and each respondent was given only eight backgrounds for which teacher behaviors were given. Thus, approximately 1/5 of each respondent position dealt with any background, and each respondent gave several answers for any given background.

Responses were coded in terms of six dimensions of content with each dimension having numerous content categories available. The six dimensions were:

Dimension (1) - Actions (Verbal descriptions of teacher behavior)

Dimension (2) - Manners (Adverbal descriptions of teacher behavior)

Dimension (3) - Imputed cognitive structure (Assessments of teachers' feelings, attitudes, and the like)

Dimension (4) - Purpose of behavior (Endstates)

Dimension (5) - Target (Social object towards whom behavior was directed)

Dimension (6) - Sub-position (Particularistic identification of the teacher as belonging to a sub-category of teachers)

Each response was coded for all six dimensions (including an empty code if the dimension was inapplicable to the response). Thus, in coded form, volunteered responses were tabulated as combinations of code categories reflecting these dimensions only.

Dimensions 1, 2, and 3 were assigned a scaled rating which ranged from point 1 (doing, or the appearance of, a great deal of the item), to point 5 (not doing, or the appearance of, little of the item). Dimensions 4 and 5 were not so scaled. Dimension 6 was ignored for purposes of the analysis reported here.

As might be expected, certain items appeared over and over and apparently constituted salient or cognitively central frameworks used by respondents for mapping teacher behavior in the specified contexts. When all of the dimensional categories were jointly considered, certain combinations of high use emerged. From the more than 1,000,000 possible combinations of code categories taken up to five at a time; 153 unique combinations appeared that were volunteered by 5% or more of respondents for at least one background. A complete list of these unique, high-use combination items appears in Appendix B_1. In this chapter, the positions of teacher, education student, and non-education student are compared for usage of these items.

Two types of comparison were made. (1) Comparisons were made between positions for percentage of respondents who volunteered each of the 153 items. This comparison was initiated to discover whether items held differential saliency for the three positions studied. Basic data for item usage by positions is given in Appendices B_2, B_3, B_4, and B_5. Comparisons between positions for usage were made using a t test for significance. (2) Comparisons were also made between positions for central tendency of scaled ratings - that is, whether there were differences between positions as to whether teachers were seen as 'doing' or 'not doing' the item involved. These comparisons were made using the Mann-Whitney z_U. As it turned out, the number of significant comparisons found for this analysis did not exceed chance variation. Consequently, results will not be reported for the analysis. Lack of significance in this analysis is discussed in Chapter VII.

In reporting findings only differences which were significant at $p < .05$ or less have been reported.

Findings for Proportion of Usage

Altogether, 1836 comparisons were made between positional usage of the 153 unique, high use behavioral items. Significant differences in usage were found for 57 items.

Table 3.1 summarizes the numbers of significant differences for positional comparisons. Findings include the following:

3.11 The appearance of 138 significant differences is well above chance expectation. Thus, there should be real differences in item saliency between the three positions.

3.12 The greatest number of significant differences appeared between teachers and education students, the least between the two student groups. In these date (alone), education students are 'further away' from teachers than non-education students. This peculiar finding led to 3.21 below and is further interpreted in Chapter VII.

3.13 There were more significant differences for positive norms than for either negative norms or expectations. This suggests greater differences for material which is elsewhere suggested to be stereotypic! On the other hand, it should be noted that generally larger proportionate usage was given for positive norms (see Appendix B), thus the finding may be artifactive.

Table 3.2 summarizes the 138 significant differences in terms of probability level. This table was prepared to assess the strange results of 3.12, and indeed tends to invalidate them.

3.21 The largest number of highly significant differences appeared between teachers and non-education students suggested that (after all) these two groups are most disparate. Thus, the relatively fewer differences separating teachers and non-education students tended to run considerably deeper.

Tables 3.3 through 3.12 are summary tables constructed so as to display the 40 unique behavioral items showing significant differences in usage. Seventeen items were not included, as they demonstrated not more than chance variation. The remaining items were put together in terms of common content and patterns of difference.

Table 3.3 contains five items dealing with direction and supervision. For these items the pupil is generally subordinate to the teacher, and in general the items tended to be used more by teacher respondents than by students.

3.31 For items (239) maintains quiet, (238) maintains order, and (263)

Table 3.1

NUMBERS OF SIGNIFICANT DIFFERENCES IN BEHAVIORAL FRAMEWORK USAGE

Cognition Type	Teachers X Ed. Students	Teachers X Non-Ed. Students	Ed. X Non-Ed. Students	Total
Positive Norm	18	9	5	32
Negative Norm	8	8	4	20
Expectation	12	8	1	21
Cognitions Combined	22	29	14	65
Total	60	54	24	138

Table 3.2

NUMBERS OF SIGNIFICANT DIFFERENCES AND LEVELS OF CONFIDENCE FOR BEHAVIORAL FRAMEWORK USAGE

Level of Confidence	Teachers X Ed. Students	Teachers X Non-Ed. Students	Ed. X Non-Ed. Students	Total
* $P < .05$	33	27	19	79
** $P < .01$	19	14	4	37
*** $P < .001$	8	13	1	22
Total	60	54	24	138

Table 3.3

DIFFERENCES IN PROPORTION OF USAGE FOR ITEMS CONCERNED WITH DIRECTING AND SUPERVISING

Code Number	Item Content	Cognition Type	Teachers X Ed. Students	Teachers X Non-Ed.-Students	Ed. Students X Non-Ed.-Students
210	Directs Games	+			
		-			
		E	9.38*		
		T	13.09*		
238	Maintains Order	+			
		-	13.00**	11.23*	
		E			
		T		13.06*	
239	Maintains Quiet	+			
		-	12.34**	10.71*	
		E			
		T			
263	Supervises Pupils	+			
		-	14.84***	12.65**	
		E			
		T			
319	Maintains Quiet Pupils	+			
		-			
		E			
		T	11.71*	11.85*	

Note: In Tables 3.3 through 3.12: * = $.01 < p < .05$,
** = $.001 < p < .01$
*** = $p < .001$

+ = positive norm
- = negative norm
E = expectation
T = combined cognitions

supervises pupils there is an identical pattern of greater negative norm usage by teachers than both student groups and greater usage by teachers than non-education students when cognition types are combined. Apparently teachers dislike these activities but are no doubt fully aware of the necessity of some order, quiet, and supervision. It is probable the teachers are expressing a dislike of too much of or an over-concern for such activities.

3.32 The degree of difference for the items in finding 3.31 is practically identical between teachers and education students and teachers and non-education students. Evidently neither student group used these items to any great degree. They are specific items and are primarily teacher functions. Perhaps it is reasonable that non-education students would not be concerned but it would seem these should have been items of high saliency for education students.

3.33 Notice that item (3.9) maintains quiet pupils generated a much different pattern of difference than did items (239), (238), and (263). Evidently the addition of the specific social target in the item tended to change the cognitive structure of respondents and reduced the degree of difference.

3.34 For item (210) directs games, teachers usage was greater than education students for expectations and combined cognitions. Evidently teachers neither particularly like or dislike this activity but expect to do it while possibly education students attach very little significance to such activity.

Table 3.4 summarizes four items concerned with task performance. There are no particular patterns except for the items having generated disparities that favor teacher usage over students.

3.41 Item (227) instructs tasks, produced a very sharp expectational difference in usage between teachers and education students as did item (221) experiments tasks to a lesser degree. This points out the very great difference between teachers and education students for some areas.

3.42 Item (315) instructs practically the task, produces an interesting disparity. Non-education students used this item more than did education students when cognitions were combined, and teachers used the item more than did education students. The differences are not great, but there is some indication that education students were not overly concerned with the practical aspects of instruction.

3.43 For item (316) instruct interestingly the task, notice the greater positive norm usage by teachers than students. This also applies for combined cognition usage. The difference is greatest between teachers and education students. Were education students stating they are not interested in instructing in an interesting manner, or did they just ignore the item, or did they consider interesting instruction as an integral aspect of teaching?

Table 3.5 includes three items that are concerned with the teachers' manner of behaving. There is no general pattern of cognitive disparity but again usage favors the teachers over students. We can assume the teacher behavior is seen in relation to the rather formal atmosphere of the classroom.

3.51 Item (266) verbalizes quietly is used as a positive norm and combined cognition item to a greater extent by teachers than education students but education students used this item more than did non-education students. Evidently the usage gap is very wide between teachers and non-education students for this item but it is also probable that teachers' cognitions tend to focus on specific manners as well as behaviors to a greater degree than do the cognitions of students.

3.52 Item (247) moves about quietly generated only a positive norm usage difference between teachers and education students. In other words, teachers like quiet moving about more than do education students. It is probable that all of the items in tables 3.4 and 3.5 are reflecting the training of education students and the reality orientation of teachers due to their familiarity with their task or job.

Table 3.4

DIFFERENCES IN PROPORTION OF USAGE FOR ITEMS CONCERNED WITH TASK PERFORMANCE

Code Number	Item Content	Cognition Type	Teachers X Ed. Students	Teachers X Non-Ed. Students	Ed. Students X Non-Ed. Students
227	Instructs Task	+	8.08*		
		-			
		E	15.86***		
		T		17.82**	9.84*
316	Instructs Task Interestingly	+	6.68*	7.24*	-5.85*
		-			
		E			
		T	17.78***	9.59*	
231	Experiments with Task	+			
		-			
		E	5.66*		
		T		9.00**	-8.78**
315	Instructs Task Practically	+			
		-			
		E			
		T	7.70*		-5.85*

Table 3.5

DIFFERENCES IN PROPORTION OF USAGE FOR ITEMS CONCERNED WITH TEACHER MANNERS

Code Number	Item Content	Cognition Type	Teachers X Ed. Students	Teachers X Non-Ed. Students	Ed. Students X Non-Ed. Students
247	Moves about Quietly	+	7.24*		
		-			
		E			9.28*
		T			
266	Verbalizes Quietly	+	7.42*		
		-			
		E			
		T	8.47*	10.48***	
326	Verbalizes Task Clearly	+			
		-			
		E			-5.85*
		T	10.02**		-6.95*

Table 3.6 contains five items concerned with teacher behaviors and manners that are quite general. Again usage of these items favors teachers over students. The differences are not great and it can be seen that no disparities appeared between the student group expect for item (128) self control.

3.61 Item (137) dignifiedly, shows greater negative norm usage by teachers than both student groups. It is possible that the teachers saw behaving in a dignified way as "putting on airs" and expressed their dislike of such behavior.

3.62 Greater usage of item (142) pleasantly by teachers than education students is again, most likely, a reflection of the education students' training which does not appear to greatly emphasize human relationship or practical application.

Table 3.7 summarizes four behavioral items. Disparities range across cognition type and the sign of difference is not consistent for all items.

3.71 Item (120) observes generated a number of disparities between teachers and both student groups which show lesser teacher usage than students. None of the positions used this as a disliked (negative norm) behavior to any great extent but evidently both student groups used it considerably as a liked behavior. Observation surely means something entirely different for teachers as opposed to students but the difference is greatest between teachers and non-education students.

3.72 Item (113) interferes was used slightly more as a disliked behavior by teachers than education students and a great deal more by teachers than non-education students for combined cognitions. When we compare this result with item (112) instructs the same teacher non-education student disparity appears. Is it possible that non-education students see instruction and interference in the same way or did they merely fail to mention these items? In any event this is another area where teachers and education students appear too far apart in cognitions.

Table 3.6

DIFFERENCES IN PROPORTION OF USAGE FOR ITEMS CONCERNED WITH TEACHER MANNERS AND BEHAVIORS

Code Number	Item Content	Cognition Type	Teachers X Ed. Students	Teachers X Non-Ed. Students	Ed. Students X Non-Ed. Students
142	Pleasantly	+	11.04**		
		-			
		E			
		T	10.86**		
137	Dignifiedly	+			
		-	7.80*	7.65*	
		E			
		T		10.68*	
275	Appears Dignified	+			
		-			
		E		5.20*	
		T	6.29*		
128	Controls Self	+			
		-			-12.98**
		E			
		T			11.11*
277	Appears to be a "Good Sport"	+	7.24*		
		-	6.68*		
		E			
		T	12.62**	8.98*	

Table 3.7

DIFFERENCES IN PROPORTION OF USAGE FOR ITEMS CONCERNED WITH TEACHING FUNCTIONS

Code Number	Item Content	Cognition Type	Teachers X Ed. Students	Teachers X Non-Ed. Students	Ed. Students X Non-Ed. Students
113	Interferes	+			
		-	11.15*		
		E			
		T		18.11***	
112	Instructs	+			
		-			
		E	11.79*		
		T		20.06***	
120	Observes	+	- 8.05*	14.37**	
		-			4.26*
		E		-11.20*	
		T	-16.40**		
106	Demonstrates	+		5.38*	- 4.76*
		-			
		E			- 5.68*
		T		8.41*	

Table 3.8

DIFFERENCES IN PROPORTION OF USAGE

FOR ITEMS CONCERNED WITH TEACHER RESPONSIBILITIES

Code Number	Item Content	Cognition Type	Teachers X Ed. Students	Teachers X Non-Ed. Students	Ed. Students X Non-Ed. Students
110	Evaluates	+	9.46**		
		-			
		E	10.58**		
		T		14.94***	
240	Maintains Atmosphere Conducive to Learning	+	9.00**		
		-			
		E	9.38*		
		T		13.36***	10.79**
273	Works Written Matter	+			
		-	11.42**		
		E			
		T	13.39**	11.01*	
255	Plans Assignments	+			
		-			
		E		-14.66**	
		T			12.24*

3.73 Like finding 3.72 item (106) demonstrates, shows the gap between teachers' and students' cognitions. Teachers used this item more than did education students and in turn education students show greater usage than non-education students.

Table 3.8 contains four items which are the individual concern of teachers. In general usage of the item favors teachers over students and some of the differences are quite large.

3.81 Item (110) evaluates shows greater teacher usage for positive norms and expectations by teachers than education students. In general the volunteered cognitions of teachers appear to focus on specific items that are related task and job requirements, pattern maintenance, and creating harmonious conditions. The disparities between teachers and education students tend to center around these areas.

3.82 Items (240) maintains an atmosphere conducive to learning and (273) works written matter show much the same pattern and tend to support finding 3.81.

3.83 The differences for these items appear to be greater between teachers and non-education students than between teachers and education students with the education students occupying a mid-point between the three positions.

Table 3.9 summarizes four items related to teacher support of pupils. In general usage favors teachees over students and there are no student versus student disparities.

3.91 Item (223) helps pupils contains an interesting result. For expectations this item was used less by teachers than students. However, item (224) helps one who needs assistance shows greater positive norm and expectational usage by teachers than education students. Also for item (111) helps the same pattern of greater teacher usage appears and the differences are much greater. This may be the result of the teacher making a practical application of the concept of helping. Teachers probably are very aware of helping others but apply this concept to particular individuals instead of a group.

Table 3.9

DIFFERENCES IN PROPORTION OF USAGE FOR ITEMS CONCERNED WITH PUPIL SUPPORT

Code Number	Item Content	Cognition Type	Teachers X Ed. Students	Teachers X Non-Ed. Students	Ed. Students X Non-Ed. Students
108	Encourages	+		9.39*	
		-			
		E			
		T	12.86*	11.70*	
111	Helps	+	20.80***		
		-			
		E	27.28***		
		T		39.74***	
224	Helps one who needs Assistance	+	11.14**		
		-			
		E	12.44**		
		T		18.20***	
223	Helps Pupils	+			
		-			
		E	-12.21**	-8.76*	
		T			

3.92 Item (108) encourages, shows the teacher using this item more than students but as is true for all of these items there is no student disparity. Helping must be more salient for students than encouraging.

Table 3.10 contains five items that concern personal behavior of the teacher. We have tended to refer to this behavioral area as teacher "self indulgence" in the study. For these items there are patterns of sign inversion.

3.101 Items (235) listens to meetings, (115) leisure activity, and (234) leisure activity and games show greater teacher usage than students for the indicated cognition type disparities. It may be the case that teachers see these activities as job connected and therefore focus on them. Notice they are not used as disliked items.

3.102 In contrast, items (131) studies and (127) reads show greater usage by education students than teachers for liked behavior, expectations, and combined cognitions. The same pattern holds for non-education students except for expectations. Low teacher usage for these items may be the result of the teacher feeling it would be redundant to specify such an integral aspect of teacher behavior whereas students may have an image of the teacher that emphasizes reading and studying.

Table 3.11 contains three items which are concerned with the teacher stressing some pupil manner or behavior. Again usage favors the teacher over students and the gap between teachers' cognitions and non-education students' is particularly great for one item (325).

3.111 Item (325) stresses participation pupils must be a very salient item for teachers. It generated sharp teacher student disparities for positive norms, expectations, and combined cognitions. The teachers indicated they liked this behavior and expected to behave in such a fashion as to gain pupil participation. Why should this item have generated so many and such intense disparities? Possibly the teacher who is faced with the requirements of teaching sees pupil participation as a way of fulfilling the requirements.

Table 3.10

DIFFERENCES IN PROPORTION OF USAGE FOR ITEMS CONCERNED WITH TEACHERS' INDIVIDUAL ACTIVITIES

Code Number	Item Content	Cognition Type	Teachers X Ed. Students	Teachers X Non-Ed. Students	Ed. Students X Non-Ed. Students
115	Leisure Activity	+			
		-			
		E			
		T		12.09*	12.67*
127	Reads	+	-13.13**	-11.30*	
		-			-7.48*
		E	-9.51*		
		T	-14.45**		
131	Studies	+	-8.60*	-5.40*	
		-			
		E			
		T	-8.97*		
234	Leisure Activity and Games	+	11.42**		
		-			
		E			
		T		13.56**	
235	Listens to Meetings	+	7.06*		
		-			
		E			
		T		6.96*	

Table 3.11

DIFFERENCES IN PROPORTION OF USAGE FOR ITEMS CONCERNED WITH TEACHER STRESSING BEHAVIOR

Code Number	Item Content	Cognition Type	Teachers X Ed. Students	Teachers X Non-Ed. Students	Ed. Students X Non-Ed. Students
325	Stresses Pupil Participation	+	18.92***	13.06**	-5.85*
		-			
		E	13.36***	8.98*	
		T	26.16***	18.68***	-7.48*
260	Stresses Sportsmanship	+	6.22*	5.66*	
		-			
		E			
		T	9.49**	10.02**	
261	Stresses Health	+			
		-			
		E	5.38*		
		T		6.96*	

Table 3.12

DIFFERENCES IN PROPORTION OF USAGE FOR ITEMS CONCERNED WITH TEACHERS ENTERING AND MEETING

Code Number	Item Content	Cognition Type	Teachers X Ed. Students	Teachers X Non-Ed. Students	Ed. Students X Non-Ed. Students
109	Enters	+			
		-	18.85***		
		E			
		T		22.57***	
242	Meets Parents	+	8.74*		
		-			
		E		11.72**	
		T		9.56*	

Table 3.12 contains two unrelated items which again favor teacher usage over students.

3.121 Item (242) meets parents shows this item with greater positive norm usage by teachers than education students and greater expectational and combined cognition usage by teachers than non-education students. Several teachers must have stated a liking for meeting parents.

3.122 Item (109) enters generated two sharp differences between teachers and non-education students for negative norms and combined cognitions. The item has little meaning out of context but was nevertheless disliked by several teachers. The discovery of what settings teachers dislike entering should be interesting. More detail is needed for this area.

Summary

Three positions (teachers, education students, and non-education students) have been compared using 153 unique items coded from their volunteered norms and expectations for teacher behavior. Two types of analyses were made of these data.

The first analysis dealt with the proportion of content item usage for each of the three positions. It was discovered that numerous significant differences existed among positions for usage, but that in general education students tended to fall between non-education students and teachers - sometimes agreeing with one group, sometimes agreeing with the other. Various individual findings were also noted.

The second analysis dealt with a scaling of cognitions from the volunteered responses, and results indicated only random significance.

These findings are interpreted for role theory and problems of occupational choice in Chapter VII.

CHAPTER IV

SCALED DIFFERENCES FOR OWN AND ATTRIBUTED COGNITIONS

Introduction

In this chapter the own and attributed cognitions of teachers, education students, and non-education students are compared. The data presented in the chapter were generated by Form Four of the Role Study which consisted of a series of questions centering around pre-coded scales dealing with teacher behavior. For each behavioral item, respondents were asked to give 12 responses; their own expectation, positive norm, and negative norm, and then to attribute expectations, positive norms, and negative norms to three sentient object positions. The sentient objects chosen were People in General, Teachers, and School Officials. In addition, teacher respondents were also asked to indicate their own behavior for each item. (Data for reported teacher behaviors are discussed in Chapter VI.)

Respondents were provided with a five-category scale of alternatives dealing with amount of behavior teachers were likely to (or "should") exhibit. The five response alternatives were:

1. (Teachers do) A great deal of (...the behavior specified...)
2. A lot of
3. A moderate amount of
4. A slight amount of
5. Little or no

For purposes of analysis, scores corresponding to the numbers indicated above were assigned to responses. Thus, a mean (or median) score of 1.5 indicates that the central tendency of responses centered between teachers doing "A great deal" and "A lot" of the behavior specified in the item.

Form Four originally was designed to deal with 50 separate items of teacher behavior. In order to avoid respondent fatigue, the form was issued in five sub-forms (Forms IVa through IVe), each of which dealt with only ten items. A single respondent was given only one of the five possible sub-forms to fill

TABLE 4.1

NUMBER OF SIGNIFICANT DISPARITIES FOR SCALED BEHAVIORAL ITEMS

		Teachers X Ed. Students	Teachers X Non-Ed. Students	Ed. Students X Non-Ed. Students	Totals
Own	E	6	5	4	15
	PN	4	8	4	16
	NN	2	3	2	7
People in General	E	6	3	6	15
	PN	2	4	2	8
	NN	4	5	1	10
Teachers	E	2	7	5	14
	PN	6	8	3	17
	NN	1	2	1	4
School Officials	E	1	7	2	10
	PN	6	8	0	14
	NN	4	3	2	9
TOTALS		44	63	32	139

E = Expectations
PN = Positive Norms
NN = Negative Norms

2

out. Due to inclement weather and administrative error, Forms IVd and IVe were administered to only a few teacher respondents. Consequently, data reported in this Chapter (and in Chapters V and VI) will deal with the thirty items covered in Forms IVa, IVb and IVc only.

The findings reported in this chapter consist of significant mean differences with significance level computed by means of the Mann-Whitney z_U. No findings are reported unless they were significant at $p < .05$ or less. In interpreting findings a positive sign indicates that the first listed subject position had a 'higher' mean response than did the second. Thus, if teachers scored 3.45 for a selected cognition and behavioral item, while education students scored 2.00 on the same question, the mean difference reported would be +1.45. Table 4.1 summarizes all findings which were significant at $p < .05$ or less by comparison and type of cognition. Tables 4.2 through 4.6 report individual findings in terms of mean difference and level of significance. In Tables 4.2 through 4.6 only those content items which appeared to generate results which were unexpected in terms of chance variation were included. Thus, if out of 36 comparisons made per item not more than two were significant at $p < .05$ the item was not reported.

Taken as a whole, the results were significant considerably beyond chance expectation. Out of 1080 comparisons, 102 were significant at $.01 < p < .05$, 22 at $.001 < p < .01$, and 15 with $p < .001$. In addition, the significant differences were clustered on approximately one-third of the original set of 30 items suggesting that some items were more fruitful than were others for generating disparities among respondents.

Results

General Differences. Table 4.1 is a general summary of the 139 statistically significant differences found among teachers, education students, and non-education students for both own and attributed cognitions.

TABLE 4.2

COMMUNITY PARTICIPATION ITEMS

ITEM	Types of Diff.	Own Att	PG	Att T	Att SO
(26)	**Visiting with parents during PTA meeting in the auditorium**				
	EXPECTATIONS				
	T-ES	--.93*			
	T-NES	-1.27**	- .90*	- .89*	--1.21*
	ES-NES				
	POSITIVE NORMS				
	T-ES				-1.21*
	T-NES			- .92*	-1.45**
	ES-NES			- .58*	
	NEGATIVE NORMS				
	T-ES	+1.81**	+1.26*		+1.20*
	T-NES	+1.81**			+1.54**
	ES-NES				
(6)	**Speaking out at PTA meeting in the auditorium**				
	EXPECTATIONS				
	T-ES		- .67*		-1.01**
	T-NES	- .97***	- .74**	-1.13***	- .73*
	ES-NES			- .73*	
	POSITIVE NORMS				
	T-ES				-1.21*
	T-NES			- .92*	-1.45**
	ES-NES			- .58*	
	NEGATIVE NORMS				
	T-ES				+2.05**
	T-NES	+1.54**	+1.27*	+1.47**	+1.24*
	ES-NES	+1.41*		+1.83**	
(30)	**Participating in Community Activities Out of School**				
	EXPECTATIONS				
	T-ES				
	T-NES			- .	
	ES-NES			- .47*	
	POSITIVE NORMS				
	T-ES				- .76*
	T-NES				- .93**
	ES-NES				
	NEGATIVE NORMS				

#See Table 4.3

4.11 There were more significant differences between teachers and non-education students than between education students and the other two groups.

4.12 There were more differences for own cognitions than for the cognitions attributed to any of the three sentient objects.

4.13 While the greatest number of significant differences between teachers and non-education students appeared in relation to the cognitions which they attributed to school officials, the least number of significant differences between education and non-education students appeared in this cell.

In summary, both in number of significant differences and in modal direction of differences as far as teacher activity is concerned, education students tended to stand between non-education students and teachers in their responses. These results tended to cut across all types of role elements considered. In addition, respondents tended to be more alike in their attributed cognitions than in their own norms and predictions. Finally, teachers and non-education students tended to see school officials quite differently, while education students tended to see school officials in a similar way.

Community Participation. Table 4.2 presents differences which are significant for three items dealing with teacher participation in the community.

4.21 Education and non-education students alike expected and approved more community participation for teachers than did teachers themselves (ES = NES > T).

4.22 Students attributed both expectation and approval for teacher community participation to school officials, whereas teachers did not make this attribution. Students also attributed to people in general approval of (but not expectation for) teacher participation in the PTA, while teachers did not.

4.23 In comparison with students, teachers are against speaking out at PTA meetings, but not against visiting with parents. They also expected less speaking out to occur than did students.

4.24 Education students disliked a greater amount of visiting with parents at PTA than teachers or non-education students disliked.

4.25 Education students, as compared with teachers, saw people in general as disliking a greater amount of visiting with parents at PTA.

4.26 Education students disliked a greater amount of speaking out at PTA than did non-education students.

4.27 Education students saw teachers as disliking a greater amount of speaking out at PTA meetings than did non-education students.

4.28 Teachers saw people in general as disliking a greater amount of speaking out at PTA than non-education students saw them as disliking.

These findings point out an area where there apparently exists a real contrast between teachers and students of all kinds. Teachers are generally against PTA participation for themselves and saw school administrators as supporting their positions, whereas students felt that teachers should so participate and attribute their own feelings to school officials and the public. The differences between education and non-education students on these issues lies not with their expectations or desires, but with the amount of participation that they disliked for teachers to do. Education students disliked a moderate amount of speaking out at PTA whereas non-education students disliked a lot of speaking out. Education students also better understood the teachers position on this issue since they correctly attributed negative norms to teachers.

Self Indulgence. Table 4.3 contains four items which involve teacher self-indulgence. In their response to these items, education students stand part-way between teachers and non-education students.

4.31 Non-education students both expected and approved of more self-indulgence on the part of teachers than did education students, while the latter both expected and approved of more than did teachers NES > ES > T.

4.32 Non-education students also tended to attribute expectation and approval for more self-indulgence than did education students, while the latter tended to attribute expectation and approval for more than did teachers. NES > ES > T.

Pupil Freedom Versus Safety and Morality. Table 4.4 contains two items, one which involves the freedom of pupils and their physical safety and the other which involves pupil freedom and academic morality. The pattern of responses to these items differs from that found on any of the other areas. Here teachers and non-education students are found to be insignificantly different from each other, while education students differ from both teachers and non-education students, primarily with regard to norms but also with expectations.

4.41 Education students approved of the teacher allowing more pupil freedom (as opposed to safety or morality) than did either teachers or non-education students who were insignificantly different from one another. To a lesser extent, education students also expected teachers to allow more freedom (ES > T = NES).

This finding, of greater distortion in norms and expectations held by education students, is the most surprising one in the data covered by this chapter.

Rule Maintenance. Table 4.5 presents two items dealing with actions of the teacher in maintaining the rules of the school. These items also deal with teacher limitation upon pupil freedom, as does Table 4.4, but in Table 4.5 pupil

TABLE 4.3

SELF-INDULGENCE

ITEM	Types of Diff	Own	Att PG	Att T	Att SO
(21)	Reading Own Books During Study Period				
			EXPECTATIONS		
	T-ES	- .94*	- .94*	- .97*	
	T-NES	-1.65***	-1.26**	-1.64***	-1.25**
	ES-NES	- .71*		- .67*	
			POSITIVE NORMS		
	T-ES	- .89*		- .96*	- .83*
	T-NES	-1.33**	-1.28**	-1.38***	-1.33***
	ES-NES		- .72*		
			NEGATIVE NORMS		
	T-ES		+1.04*	+1.31*	+1.04*
	T-NES	+1.81**	+1.20*	+2.23***	+1.25*
	ES-NES				
(22)	Leaving the Room During A Classroom Test				
			EXPECTATIONS		
	T-ES				
	T-NES	- .64*			
	ES-NES		- .39*		
			POSITIVE NORMS		
	T-ES				
	T-NES	- .48*		- .49*	
	ES-NES				
			NEGATIVE NORMS		
	T-ES				
	T-NES				
	ES-NES				

TABLE 4.3 (Cont'd)

ITEM	Types of Diff	Own	Att PG	Att T	Att SO
(23)	Grading Papers During A Classroom Singing Period				
			EXPECTATIONS		
	T-ES				
	T-NES			- .74*	
	ES-NES				
			POSITIVE NORMS		
	T-ES				
	T-NES	- .72*		- .97*	- .69*
	ES-NES	- .46*			
			NEGATIVE NORMS		
	T-ES				
	T-NES				
	ES-NES				
(9)	Visiting with other Teachers on the Playground				
			EXPECTATIONS		
	T-ES				
	T-NES			- .68**	
	ES-NES				
			POSITIVE NORMS		
	T-ES			- .71*	
	T-NES				
	ES-NES				
			NEGATIVE NORMS		
	T-ES				
	T-NES				
	ES-NES				

Note: In Tables 4.2 through 4.7 the following conventions will be observed: T-ES = mean response for teachers minus mean response for education students. T-NES and ES-NES may be interpreted similarly with NES = non-education students. Scores reported represent signed mean differences which were statistically significant. * = $.05 > p > .01$, ** = $.01 > p > .001$, *** = $p < .001$. Own = norms or expectations which the respondent held himself. Att PG = norms for expectations which were attributed by the respondent to people in general. Att T = norms or expectations attributed to teachers. Att SO = norms or expectations attributed to school officials.

TABLE 4.4

PUPIL FREEDOM VERSUS SAFETY AND MORALITY

ITEM	Types of Diff	Own	Att PG	Att T	Att SO
(17)	Allowing Pupils to Explore During Experiments in the Laboratory				
			EXPECTATIONS		
	T-ES	-1.09***	- .70*		
	T-NES				
	ES-NES	.89*		.89*	
			POSITIVE NORMS		
	T-ES	- .74*		- .74*	
	T-NES				
	ES-NES	1.17*		.86*	
			NEGATIVE NORMS		
	T-ES				
	T-NES				
	ES-NES				
(12)[1]	Watching for Cheaters During a Classroom Test				
			EXPECTATIONS		
	T-ES	.76*			
	T-NES				
	ES-NES	.92*			
			POSITIVE NORMS		
	T-ES				.51*
	T-NES				
	ES-NES				
			NEGATIVE NORMS		
	T-ES				
	T-NES				
	ES-NES				

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[1] Item 12 is reversed in sign, that is, it is anti-freedom for pupils.

TABLE 4.5

PUPIL FREEDOM VERSUS RULES

ITEM	Types of Diff	Own	Att PG	Att T	Att SO
(25)	Choosing Books for Pupils in the Classroom				
			EXPECTATIONS		
	T-ES		- .75*		
	T-NES			- .60*	- .78*
	ES-NES				- .66*
			POSITIVE NORMS		
	T-ES				- .65*
	T-NES			- .54*	- .89*
	ES-NES				
			NEGATIVE NORMS		
	T-ES				
	T-NES				
	ES-NES				
(29)	Disciplinging Pupils in Cafeteria				
			EXPECTATIONS		
	T-ES		- .87*		
	T-NES				
	ES-NES				
			POSITIVE NORMS		
	T-ES		- .90*		
	T-NES		- .93*	- .60*	- .75*
	ES-NES				- .54*
			NEGATIVE NORMS		
	T-ES				
	T-NES				
	ES-NES				

TABLE 4.6

MISCELLANEOUS DUTIES

ITEM	Types of Diff	Own	Att PG	Att T	Att SO
(20)	Cooperating with the Principal in School				
		EXPECTATIONS			
	T-ES	.45**		.47*	
	T-NES	.74***		.62*	
	ES-NES				
		POSITIVE NORMS			
	T-ES			.42*	
	T-NES	.41**	.49*	.44*	
	ES-NES				
		NEGATIVE NORMS			
	T-ES				
	T-NES				
	ES-NES				
(3)	Singing During a Class Singing Period				
		EXPECTATIONS			
	T-ES				
	T-NES				
	ES-NES				
		POSITIVE NORMS			
	T-ES				
	T-NES				
	ES-NES				
		NEGATIVE NORMS			
	T-ES	-1.33*			- .99*
	T-NES				
	ES-NES	+1.46*			+ .99*
(15)	Doing Own Studying and Grading in the Library				
		EXPECTATIONS			
	T-ES				
	T-NES				
	ES-NES				
		POSITIVE NORMS			
	T-ES				
	T-NES				
	ES-NES				
		NEGATIVE NORMS			
	T-ES				
	T-NES		-1.52**		
	ES-NES		-1.53**		-1.38*

freedom is opposed by arbitrary rules rather than safety or morality as in Table 4.4.

4.51 Although there were significant differences in norms and expectations attributed to various groups by respondents, teachers, education students, and non-education students were insignificantly different from one another, in own expectations or norms for teacher support of school rules.

4.52 In attributing role elements to others, non-education students generally expected and approved of more support of rules (and less pupil freedom) than did education students, who in turn expected and approved of more support of rules than did teachers (NES > ES > T).

4.53 Differences in attributed norms and expectations between groups tended to involve school officials (for the choosing of books), and people in general (for disciplining in the cafeteria).

Whatever factors operate to produce the surprising finding of Table 4.4 concerning distortion of role elements held by education students are evidently not present in Table 4.5. In fact, respondents are insignificantly different from one another in norms or expectations which they, themselves, hold for rule maintenance. However, the data from Table 4.5 gives evidence for the independence of role elements which are attributed to others.

Miscellaneous Duties. Table 4.6 contains three items dealing with teacher duties which do not fit clearly into one of the previous categories. The first item resulted in significant differences for expectations and positive norms only. The other two items resulted in significant differences for negative norms only.

4.61 Students were alike in expecting less teacher cooperation with the principal than did teachers, but non-education students were alone in approving less cooperation (T > NES = ES).

Table 4.6 gives evidence that whereas the expectations of education students regarding teacher cooperation with authority are more realistic than those of other students (as judged by teacher expectations), that their norms or values remain similar to those of other students.

4.62 Education students disliked and saw school officials as disliking a greater amount of teacher singing during a class singing period than teachers or non-education students disliked or saw school officials as disliking. T = N < E.

4.63 Non-education students saw people in general as disliking a greater amount of doing own studying and grading in the library than teachers saw them as disliking.

4.64 Non-education students saw people in general and school officials as disliking a greater amount of doing own studying and grading in the library than education students saw them as disliking. T = E < N.

Slop-over. As opposed to findings in Table 4.5, three general findings tend to support a proposition of cognitive sloppiness in these data.

4.71 There tended to be similarity between the norms and expectations held by respondents themselves and those they attributed to teachers.

Although the data are not presented here, (see Volume 5 19 /), cognitions held by respondents themselves are more similar to those they attributed to teachers than to those they attributed to people in general or to school officials. Results of this similarity may be best seen in Table 4.3 where parallels may be observed between own differences and differences in elements attributed to teachers.

4.72 More significant differences appeared for own elements and for elements attributed to teachers than for elements attributed to people in general or to school officials.

A glance at Table 4.1 will reveal that approximately 60% of significant differences involving both norms and expectations lay in the own and attributed to teachers categories. Taking findings 4.71 and 4.72 together, we would hypothesize that respondents were generally surer of their own norms and expectations than they were of those which they attributed to others, and that they were inclined to attribute their own to teachers.

4.73 Taken as a whole, there was little evidence of sharp distinction between cognitions held by respondents and those they attributed to others.

The major exception to finding 4.73 is obviously Table 4.5.

Summary of Findings

1. On the whole, education students lie between non-education students and teachers in role elements they hold for the teacher. This pattern holds for number of significant differences (4.11), for teacher self-indulgence (4.31), and (with reservations) for teacher support of school rules (4.52). The pattern also holds for the amount of speaking out at PTA that the three groups disliked (4.26), with teachers disliking a great deal of speaking out most, education students next, and non-education students least. Finally, non-education students apparently interpreted "doing own studying and grading in the library" as self-indulgence since they were more likely than teachers and education students to attribute disapproval of this behavior to people in general.

2. In contrast, education students were at odds with both non-education students and teachers in amount of freedom teachers should and do allow pupils. Education students were more idealistic in approving more freedom for pupils and showed some tendency to expect teachers to allow more (4.41). In addition, education students were more resistant than either of the other groups to the teacher having to sing with pupils during class singing period. (4.62, 4.63).

3. Finally, there are areas in which student groups are insignificantly different while both may be contrasted with teachers in role elements held. Teachers expected and approved of less community participation (4.21 and 4.22). Teachers did however, tend to more often disapprove of a minimal amount of visiting with parents (4.24). Teachers also expected and approved of more co-operation with school officials (4.61).

4. There is evidence of cognitive sloppiness, primarily between own norms and expectations and those attributed to teachers (4.71 and 4.73), but also between own elements and those attributed to all other groups (4.72).

5. Despite the tendency mentioned in 4, there is some evidence to presume that in the area of rule maintenance respondents did not themselves differ in role elements held but did attribute differential norms and expectations to others (4.51). There is also evidence to show that reference groups were treated differentially by respondents (4.22 and 4.53).

CHAPTER V

ACCURACY OF COGNITIONS

Introduction

In this chapter teachers, education students and non-education students are compared for the accuracy of norms and expectations which they attribute to two sentient object positions (Teachers and School Officials). Accuracy of an attributed cognition may be briefly defined as the degree to which a cognition attributed to a sentient object corresponds with the actual first-order cognition held by the sentient object. Thus, the chapter will report a series of comparisons between attributed cognitions and the first-order cognitions which they purport to model.

The data analysed in this chapter were drawn from Form Four. As they were drawn from the same basic responses reported in Chapters IV and VI, the findings reported here are somewhat redundant. However, it will be noted that some findings of this chapter are distinct from those of Chapters IV and VI. Consequently, it was felt desirable to report these data despite occasional redundancy. It will also be noted that tabular lay-out and interpretation in this chapter are similar to that of Chapter VI, Volume 3, which also deals with the subject of accuracy*.

As in the previous chapter, findings were drawn from the thirty items of Forms IVa, IVb and IVc, and are reported as mean differences with significance level computed by means of the Mann-Whitney z_U. No findings are reported unless they were significant at $p < .05$ or less. In Table 5.1 all statistically significant differences are tabulated. In Tables 5.2 through 5.8 only those

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*Own cognition scores were obtained from both teachers (as reported in Chapter IV) and school officials. The latter were drawn from a community sample of principals, school administrators and supervisors and are reported in Chapter V, Volume 3 20 /.

Table 5.1

Number of Significant Differences Between Attributed and Actual Cognitions

Subject Groups	Sentient Object Groups								
	Teachers			Teacher Total	School Officials			School Officials Total	Grand Total
	Expectation	Positive Norm	Negative Norm		Expectation	Positive Norm	Negative Norm		
Teachers	1	1	3	5	3	3	3	9	14
Education Students	7	6	2	15	6	4	5	15	30
Non-Education Students	7	11	6	24	5	9	3	17	41
Totals	15	18	11	44	14	16	11	41	85

Totals by type of cognition: E = 29, Positive N = 34, Negative N = 22.

content items which appeared to generate results which were unexpected in terms of chance variation were included. Thus, if out of 18 comparisons made per item not more than one was significant at $p < .05$ the item was not reported. (Somewhat fewer items are reported than appear in Chapter VI, Volume 3, indicating that college students are somewhat more accurate in cognitions attributed to school personnel than are community members - including pupils).

Taken as a whole, the results indicate differences considerably beyond chance variation. Out of 540 comparisons examined, 85 were significant at $p < .05$ while a large number of these were also significant at $p < .01$ or $p < .001$. In addition, the significant differences tended to 'gang up' on approximately one-half of the 30 items used. Apparently these latter were more fruitful for generating disparities between attributed and actual cognitions than were the others.

Results

Results are reported in both a summary table and in separate tables dealing with selected content fields of teacher behavior.

Table 5.1 reports the number of significant differences between cognitions attributed by subject positions to sentient objects and the actual cognitions reported by those sentient object positions. It should be recalled that up to thirty significant differences might have occurred in each cell of the table. Thus, it can be seen that in 11 out of 30 items (37%) non-education students attributed to Teachers positive norms which were significantly different from norms actually held by Teachers. Findings from this table include the following:

5.11 The data indicate only moderate differences between the cognitions attributed to School Officials by Teachers and those actually held by School Officials.

5.12 Teachers rarely misjudged the cognitions of others, while education students and non-education students (in that order) were less accurate in the cognitions they held.

Table 5.2
Significant Mean Differences Between Attributed and Actual Cognitions for Self Indulgence

Subject Position	Sentient Object Position: Teacher			Sentient Object Position: School Official		
	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm
Item 22. --Leaving the Room During a Classroom Test						
Teachers	--	--	--	--	--	--
Education Students	.42*	--	--	--	--	--
Non-Educ. Students	.66*	.59*	--	--	--	--
Item 21. --Reading Own Books During Study Period						
Teachers	--	--	--	--	--	--
Education Students	.88*	.90*	--	--	--	--
Non-Educ. Students	1.30**	1.57***	-1.94**	--	1.13*	--
Item 23. --Grading Papers During Class Singing Period						
Teachers	--	--	--	--	--	--
Education Students	.62*	.61*	--	--	--	--
Non-Educ. Students	1.05**	.81**	--	--	--	--
Item 11. --Visiting with Other Teachers During Study						
Teachers	.64***	.48*	--	--	--	--
Education Students	.84**	.83**	--	--	--	--
Non-Educ. Students	1.05***	1.18**	-1.10*	--	--	--
Item 9. --Visiting with Other Teachers on Playground						
Teachers	--	--	-1.40**	--	-.58*	--
Education Students	--	.84*	-1.62**	--	-.56*	--
Non-Educ. Students	--	1.00***	-1.81***	--	--	--

Note: In Tables 5.2 through 5.8: * = .01 < p < .05, ** = .001 < p < .01, *** = p < .001.

5.13 The cognitions of Teachers and School Officials were misjudged with approximately equal frequency, but teachers were better able to judge the cognitions of Teachers, while non-education students were better judges of the cognitions of School Officials.

5.14 There was some tendency for respondents to misjudge positive norms (N = 34) more than either expectations (N = 29) or negative norms (N = 22), but non-education students were by far the most prone to misjudge.

Table 5.2 reports a set of five items which deal with teacher self-indulgence and which exhibit a similar pattern for significant differences between attributed and actual cognitions. Findings include:

5.21 Respondents attributed to Teachers expectations and desires for greater self-indulgence than Teachers actually expected or wanted. In general, these attributive errors were not made when the sentient object was the School Official.

5.22 In terms of mean difference, the least accurate subject position was that of non-education students, followed by education students and teachers in that order. (Teacher inaccuracies were confined to issues of visiting with other teachers).

5.23 In defiance of Finding 5.21, respondents were accurate in expectations attributed to Teachers for Item 9 - Visiting with other Teachers on the Playground; only the norms held by Teachers were misjudged for this item.

Table 5.3 presents a set of four items concerned with teacher supervision and the maintenance of order. The items of this table are neutral in tone, both with regard to the public morality of the school and in terms of teacher intrusion into the social space of the pupil. In Table 5.3 the teacher is seen as representing the control forces of an impersonal institution, and it may be assumed that school officials and teachers are equally concerned about these issues. Only one finding should be reported for this table:

Table 5.3

Significant Mean Differences Between Attributed and Actual Cognitions for The Maintenance of Order

Subject Position	Sentient Object Position					
	Teacher			School Official		
	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm
Item 7. --Policing the Halls						
Teachers	--	--	--	--	--	--
Education Students	--	--	--	.73*	.76*	--
Non-Educ. Students	--	--	--	.65*	.58*	--
Item 1. --Watching Pupils During Study Period						
Teachers	--	--	-.79*	--	--	--
Education Students	--	--	--	--	--	--
Non-Educ. Students	--	--	--	--	.64*	--

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Table 5.4

Significant Mean Differences Between Attributed and Actual Cognitions for Threatening Pupils

Subject Position	Sentient Object Position					
	Teacher			School Official		
	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm
Item 24. --Threatening Pupils Misbehaving in Class						
Teachers	--	--	--	--	--	--
Education Students	--	--	-1.77**	--	--	--
Non-Educ. Students	--	.80**	-1.83**	1.08*	1.23**	--

5.31 Students overestimate both the desires and expectations of School Officials for order maintenance (particularly for Item 7 - Policing the Halls).

Table 5.4 displays a single item which differs from those of Table 5.3 in that the teacher is seen as threatening pupils. Although still neutral in terms of the public morality of the school, this item involves direct teacher intrusion into the social space of the pupil. Findings from this table are distinct from those of Table 5.3.

5.41 Non-education students overestimate the desires of both School Officials and Teachers for threatening of pupils by teachers. (There is also some indication that they also overestimate the expectations of School Officials.)

5.42 Education students underestimate the desires of Teachers for avoidance of threatening of pupils.

Table 5.5 consists of three items which are, again, somewhat distinct from those of either Table 5.3 or 5.4. These items, which are concerned with controlling pupil behavior, may be assumed to be 'loaded' in terms of the public morality of the school. As will be seen, for these items, teachers as subjects are also inaccurate in cognitions attributed to School Officials.

5.51 Teachers and students all overestimate the desires and expectations of School Officials for the controlling of pupil behavior in critical areas of institutional morality, however expectational inaccuracies tend to be confined to Item 12 - Watching for Cheaters During a Classroom Test.

5.52 Teachers (alone) underestimate the desires of Teachers for avoidance of controlling pupils for Item 12 - Watching for Cheaters During a Classroom Test.

Table 5.6 is composed of a single item which deals with the use of force by the teacher. 'Having' pupils sing may be interpreted as 'forcing' pupils.

Table 5.5

Significant Mean Differences Between Attributed and Actual Cognitions for Controlling Pupil Behavior

Subject Position	Sentient Object Position					
	Teacher			School Official		
	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm
Item 12. --Watching for Cheaters During Classroom Test						
Teachers	--	--	-1.41**	.81**	1.20**	-1.40**
Education Students	--	--	--	1.44***	1.24**	-1.35*
Non-Educ. Students	--	--	--	1.21***	1.71***	-1.50*
Item 25. --Choosing Books for Pupils in the Classroom						
Teachers	--	--	--	--	--	-2.15*
Education Students	--	--	--	--	--	-2.19**
Non-Educ. Students	.60*	.80*	--	--	1.08*	-2.29**
Item 14. --Telling Misbehaving Pupils in Classroom to Stop Talking						
Teachers	--	--	--	.81*	--	-1.54**
Education Students	--	--	--	--	--	-1.75**
Non-Educ. Students	--	--	--	--	.88*	--

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Table 5.6

Significant Mean Differences Between Attributed and Actual Cognitions for Making Pupils Sing

Subject Position	Sentient Object Position					
	Teacher			School Official		
	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm
Item 13. --Having Pupils Sing Solos During Classroom Sing						
Teachers	--	--	--	--	.80*	--
Education Students	--	--	--	.87*	--	--
Non-Educ. Students	--	--	--	--	1.00**	--

Findings suggest that non-education students identify with pupils.

5.61 Non-education students overestimate the desires of Teachers for forcing pupis to sing.

5.62 Education students underestimate the expectations of School Officials for forcing pupils to sing.

Table 5.7 displays two items which are concerned with teacher cooperation and participation. The items are alike in that they deal with teacher interaction with other positions than pupils. Findings include:

5.71 Both education and non-education students underestimate the amount of cooperation with principal desired and expected by Teachers, while teachers overestimate the amount expected by School Officials.

5.72 Non-education students overestimate the amount of speaking out at PTA expected by School Officials and expected and desires by Teachers, while education students overestimate School Officials desires and Teacher expectations only.

Table 5.8 shows a single item dealing with studying and grading by the teacher in the library. For some reason, non-education students see School Officials as favoring such teacher behavior. (In this they are similar to parents and pupils who hold similarly inaccurate cognitions. See Chapter VI, Volume 3.)

5.81 Non-education students overestimate both the approval and expectations of School Officials for studying and grading in the library by teachers.

Summary of Results

Findings are here summarized as they apply to each subject position. Additional summaries are to be found in Chapter VII.

Teachers as Subjects. Teachers rarely misjudged the cognitions of other Teachers. When this occurred it was in connection with self-indulgence (5.21) and controlling pupil behavior (5.52). It was also rare for teachers to misjudge the cognitions of School Officials; and when this occurred it was in connection with control of pupils (5.51), and teacher-principal cooperation (5.71).

Table 5.7

Significant Mean Differences Between Attributed and Actual Cognitions for Cooperation and Participation

Subject Position	Sentient Object Position					
	Teacher			School Official		
	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm
Item 20. --Cooperating with the Principal in School						
Teachers	--	--	--	.43**	--	--
Education Students	-.50**	-.56**	--	.39*	--	--
Non-Educ. Students	-.52*	-.71***	--	--	--	--
Item 6. --Speaking out at PTA Meeting in the Auditorium						
Teachers	--	--	--	--	--	--
Education Students	1.45***	--	--	--	.75*	-1.91**
Non-Educ. Students	1.40***	.94***	-1.36**	1.38**	--	--

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Table 5.8

Significant Mean Differences Between Attributed and Actual Cognitions for Studying and Grading in the Library

Subject Position	Sentient Object Position					
	Teacher			School Official		
	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm
Item 15. --Doing Own Studying and Grading in Library						
Teachers	--	--	--	--	--	--
Education Students	--	--	--	.94*	--	--
Non-Educ. Students	--	--	--	1.06*	1.23*	-1.82**

Education Students as Subjects. Education students stood midway between teachers and non-education students in accuracy of attributed cognitions. Moreover, they were equally accurate in cognitions attributed to Teachers and School Officials. (Teachers were more accurate in attributing to other Teachers, while non-education students made their most accurate attributions to school officials.) Education students misjudged Teacher cognitions in the areas of self-indulgence (5.21), the threatening of pupils (5.42), forcing pupils to sing (5.61), and cooperation with principal (5.71). Education students inaccurately attributed to School Officials in areas of order maintenance (5.31), control of pupil behavior (5.51), and cooperation with the principal (5.72).

Non-education Students as Subjects. Non-education students were considerably less accurate in cognitions attributed than either teachers or education students, and they were less accurate in cognitions attributed to Teachers than to School Officials. (In fact, they were just about as inaccurate as are parental and pupil subjects - see Chapter VI, Volume 3.) Non-education students misjudged Teacher cognitions in the areas of self-indulgence (5.21), threatening of pupils (5.41), forcing pupils to sing (5.61), cooperation with the principal (5.71), and speaking out at PTA (5.72). They misjudged School Official cognitions for maintenance of order (5.31), threatening of pupils (5.41), controlling of pupils behavior (5.51), forcing pupils to sing (5.61), speaking out at PTA (5.72), and studying and grading in the library (5.81).

Commentary

There are two hypothetical explanations for findings of disparities between cognitions attributed to and those actually reported by Teachers and School Officials.

(1) Differences may indicate that respondents are misinformed about the actually held cognitions of sentient object others.

(2) Differences may arise because the sentient object others (in this case, teacher and school official subjects) give acceptable answers to role

measuring instruments rather than an honest estimate of the cognitions they hold.

For reasons discussed in Chapter VI, Volume 3, the second of these alternatives should be discarded for these data. Thus, findings of this chapter suggest a progressive deterioration of information about the teaching profession as one moves from teacher to education student and finally to the socially distant position of non-education student.

The existence of both expectational and normative distortion among non-education students suggests an interaction between cognitive processes and career decision-making. In contrast, the education student may be seen as moving towards career participation with a reflected greater accuracy in cognitions relating to the teaching profession. The greater ability of the non-education student to assess School Official cognitions suggests that for this group, Teachers are either a 'stranger' sentient object position or that non-education students have poorer empathy for Teachers than for School Officials. These implications will be discussed in Chapter VII.

CHAPTER VI

VERIDICALITY OF COGNITIONS

Introduction

In this chapter teachers, education students and non-education students are compared for the veridicality of both own and attributed cognitions which they hold. Veridicality may be defined as the degree to which own or attributed cognitions accurately map actual behaviors. In filling out Form Four, teacher respondents were asked to indicate the amount of activity which most closely matched their actual behavior for each item responded to. To the extent that such reports of behavior given by teachers may be taken as a true indication of actual teacher behavior, cognitions for teacher behavior may be compared with these reports to give a measure of veridicality. Comparisons reported in this chapter, then, consist of mean differences between cognitions held by three groups of subjects and mean behaviors indicated by teachers. Veridicality is reported for subject held (Own) cognitions and for cognitions attributed to People in General, Teachers, and School Officials.

The data analyzed in this chapter were drawn from Form Four, and are thus somewhat redundant in comparison with Chapters IV and V. Once again, it will be noted that some of the findings of this chapter are distinct from those of Chapters IV and V, and once again it was felt desirable to report these data despite occasional redundancy. It will also be noted that tabular lay-out and interpretation in this chapter are similar to that of Chapter VII, Volume 3, which also deals with the subject of veridicality 21/.

As in the two previous chapters, findings were drawn from the thirty items of Forms IVa, IVb, and IVc and are reported as mean differences with significance level computed by means of the Mann-Whitney z_U. No findings are reported unless they were significant at $p < .05$ or less. In Table 6.1 all statistically significant differences are tabulated. In Tables 6.2 through 6.7 only those content items which appeared to generate results which were unexpected in terms

Table 6.1a

Number of Significant Differences Between Cognitions and Reported Teacher Behavior

	Own			People in General			Teachers			School Officials			Totals
	Expectation	Positive Norms	Negative Norms	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm	
Teachers	0	1	19	6	3	21	1	0	20	6	7	23	107
Education Students	1	7	19	7	5	23	5	3	16	5	7	22	120
Non-Education Students	7	5	17	8	4	22	7	6	16	9	12	20	133
Totals	8	13	55	21	12	66	13	9	52	20	26	65	360

Table 6.1b

Totals by Type of Cognition

	Expectations	Positive Norms	Negative Norms	Totals
Teachers	13	11	83	107
Education Students	18	22	80	120
Non-Education Students	31	27	75	133
Totals	62	60	238	360

Table 6.1c

Totals by Sentient Object Position

	Own	People in General	Teachers	School Officials	Totals
Teachers	20	30	21	36	107
Education Students	27	35	24	34	120
Non-Education Students	29	34	29	41	133
Totals	76	99	74	111	360

of chance variation were included. Thus, if out of 36 comparisons made per item not more than two were significant at $p < .05$ the item was not reported.

Taken as a whole, the results indicate differences greatly beyond chance variation. Out of 1000 comparisons made, 360 were significant at $p < .05$, while (as will be seen) many of the differences were also significant at smaller levels of probability. In part, these many significant differences reflect the fact that comparisons were made between negative norms and reported teacher behavior. (Who would predict teacher behavior to conform to what respondents wanted least?). But, as will be seen, large numbers of significant differences were also found involving expectations and positive norms.

Results

Table 6.1 summarizes all significant differences found between cognitions and indicated teacher behavior. It is broken into a general table (6.1a) and two summary tables drawn from the general table (6.1b and 6.1c). Findings include the following:

6.11 Indicated behaviors less often different from expectations or positive norms than they were from negative norms. (Teachers tended to behave as others expected or wanted them to behave rather than as others disliked them behaving.)

6.12 Indicated behaviors less often differed from own cognitions and from cognitions attributed to Teachers and most often differed from cognitions attributed to School Officials. (Whereas Teachers were seen by respondents as holding veridical cognitions, School Officials were seen as holding discordant norms and mistaken expectations.)

6.13 Of the three respondent positions, teachers were the most veridical in cognitions held and attributed, followed by education and non-education students in that order. In fact there were no significant differences among the thirty items sampled between teachers' own expectations and reported teacher behaviors nor between positive norms attributed by teachers to the teacher position and reported behavior.

6.14 Negative norms attributed to Teachers less often differed from reported teacher behaviors than the negative norms attributed to any other sentient object, in spite of the fact that expectations and positive norms attributed to Teachers also tended to be similar to reported teacher behaviors.

6.15 As a general rule, positive norms were found to predict more accurately to reported teacher behavior than expectations. Two exceptions to this generalization appeared: (a) The own norms of education students were less veridical than their own expectations. (b) All three respondent positions felt that School Official expectations were more accurate than positive norms.

The findings cited above do not exhaust the relationships to be found in Table 6.1. Other findings will occur to the careful reader. In order to interpret the hundreds of significant comparisons summarized in this table, content tables have been prepared lumping together items exhibiting similar contents and patterns of significant differences. In Tables 6.2 through 6.7 signed mean differences are reported. A minus sign in these tables signifies that the indicated teacher behavior is less than the cognition held, while an unsigned (+) mean difference signifies that the reported behavior was numerically greater.

In interpreting Tables 6.2 through 6.7 it should be recalled that reported teacher behavior, positive norm, negative norm and expectation all are given on a single five-point, rank-ordered scale of behavioral alternatives. As is revealed in Chapter IV, positive norms and expectations tend to be roughly coincidental while negative norms tend to reflect scalar extremes. These facts suggest a convenient typology of possible results:

Type 1 - Reported behavior lies between positive norm (and/or expectation) and negative norm. We would judge the appearance of Type 1 findings if differences appeared showing own sign for expectation (and/or positive norm) and a reversed sign for negative norm.

Type 2 - Reported behavior coincides with positive norm (and/or expectation). Type 2 yields significant differences for only negative norm comparisons, while the sign of the difference indicates only whether the negative norm is above or below the positive norm (and/or expectation) in scalar position.

Type 3 - Reported behavior coincides with negative norm. With Type 3 findings significance would be yielded for only positive norm (and/or expectation) comparisons.

Type 4 - Reported behavior exceeds the negative norm. If the size of mean difference indicated for negative norm comparison is smaller than those for positive norm (and/or expectation), and all comparisons show the same sign, a Type 4 finding is indicated. In Type 4 the reported teacher behavior is even more extreme than the negative norm given. (No Type 4 results were found in the data.)

Type 5 - Reported behavior exceeds the positive norm (and/or expectation). Type 5 is indicated when all differences show the same sign and the mean difference for positive norm (and/or expectation) is smaller than that for negative norm. In Type 5 the reported teacher behavior is even more extreme than the positive norm (and/or expectation) given.

Assuming some integration of the education institution, we would expect coincidence between reported teacher behavior and positive norms (and/or expectations). Thus, Types 1 and 2 should predominate in the data. Types 3 and 4 results would indicate that teachers did what they were disapproved of doing, while Type 5 would indicate hyperconformity. Analysis of the data show that in the majority of instances findings of Types 1 and 2 predominate. As a result, interpretation will focus upon the less frequent occurrences of Types 3, 4 and 5 results.

Table 6.2 presents a series of items mainly concerned with the normal maintenance functions which a teacher carries on in day-by-day school work.

Table 6.2

Significant Differences Between Cognitions and Reported Teacher Behavior For Maintenance Functions

	Own			People in General			Teachers			School Officials		
	Expectation	Positive Norms	Negative Norms	Expectation	Positive Norms	Negative Norms	Expectation	Positive Norms	Negative Norms	Expectation	Positive Norms	Negative Norms
Item 2. --Supervising Pupils in a Classroom Test												
Teachers			2.64***			2.91***			2.84***			1.91***
Education Students			1.90**			2.76***			2.47***			2.76***
Non-Education Students			2.01***			2.35***			2.36***			2.60***
Item 4. --Ignoring Pupil Misbehavior In A Classroom												
Teachers			-2.11***			-1.80**			-2.29***			-2.51***
Education Students			-1.69*			-2.05**			-2.33***			-2.91***
Non-Education Students			-2.27***			-2.25***			-2.43***		*.65	-2.61***
Item 5. --Keeping Pupils Quiet In The Library												
Teachers			2.68***			2.64***			2.81***			2.92***
Education Students		*.52	2.52***			2.81***			3.09***			2.78***
Non-Education Students			2.59***			2.98***			2.93***			3.09***
Item 10. --Cooperating With Other Teachers In School												
Teachers			3.59***			3.42***			3.59***		*.31	3.59***
Education Students			3.32***			3.21***			3.59***			3.51***
Non-Education Students	*.48		3.59***			3.59***			3.47***			3.41***
Item 18 --Kibitzing During Basketball Game In Gym												
Teachers			-2.49***			-2.17***			-2.22***			-2.09***
Education Students			-1.94**			-1.58*			-2.05***			-2.25**
Non-Education Students			-2.11***			-2.68***			-2.05**			-2.25***

Table 6.2 (Continued)

	Own			People in General			Teachers			School Officials		
	Expectation	Positive Norms	Negative Norms	Expectation	Positive Norms	Negative Norms	Expectation	Positive Norms	Negative Norms	Expectation	Positive Norms	Negative Norms
Item 22. --Leaving the Room During Classroom Test												
Teachers			-3.86***			-4.00***			-4.00***			-4.00***
Education Students			-3.40***			-3.84***			-3.84***			-3.69***
Non-Education Students			-3.45***			-3.60***			-3.51***			-3.76***
Item 23. --Grading Papers During Class Singing Period												
Teachers			-3.93***			-3.93***			-4.00***			-4.00***
Education Students			-3.53***			-3.76***			-3.40***			-3.76***
Non-Education Students			-3.70***			-3.58***			-3.39***			-3.65***

Note: In Tables 6.2 through 6.7 * = .01 < p < .05, ** = .001 < p < .01, *** = p < .001.

Table 6.3

Significant Differences Between Cognitions and Reported Teacher Behavior for Teacher Pupil Relations

	Own			People in General			Teachers			School Officials		
	Expectation	Positive Norms	Negative Norms	Expectation	Positive Norms	Negative Norms	Expectation	Positive Norms	Negative Norms	Expectation	Positive Norms	Negative Norms
Item 1. --Watching Pupils During Study Period												
Teachers			1.61*			2.68***			2.41***			2.55***
Education Students						2.40***			2.11***			2.40***
Non-Education Students		.54*				2.18***			2.20***		- .54*	2.53***
Item 3. --Singing During A Classroom Singing Period												
Teachers			1.18**			2.20***			1.35**			2.28***
Education Students						1.57**						1.28*
Non-Education Students			1.31**			2.00***			1.55***			2.27***
Item 13. --Having Pupils Sing Solos During Classroom Sing												
Teachers			-2.15***						-1.90***			
Education Students			-1.35*						-1.39*			
Non-Education Students			-2.20***						-1.58**		- .70*	
Item 17. --Allowing Pupils to Explore During Experiments in the Lab.												
Teachers												.84*
Education Students		1.06**	1.23**		- .78*							
Non-Education Students												

Practically all of the differences that are found are Type 2 in nature.

6.21 For all items included in Table 6.2, teachers indicated that they behaved in ways which were insignificantly different from expectations and positive norms and strikingly different from negative norms.

6.22 The above pattern held for all three respondent positions and for both own and attributed cognitions. Moreover, there were insignificant distinctions between subject treatment of the three sentient object positions.

Table 6.3 presents four items dealing with teacher-pupil relationships. These items might have been included in Table 6.2 except for some differences in response type. Most of the findings are still Type 2, however.

6.31 For most of the items included in Table 6.3, teachers reported that they behaved in ways which were insignificantly different from expectations and positive norms and strikingly different from negative norms.

6.32 The above pattern tended to hold for all respondent positions and for both own and attributed cognitions.

6.33 It disappeared (indicating lack of definitive negative norm) for own cognitions held by education students for Item 1 - Watching Pupils During Study Period and Item 3 - Singing During a Classroom Singing Period. It also disappeared for all attributions made to People in General and School Officials for Item 13 - Having Pupils Sing Solos During Classroom Sing.

6.34 For Item 17 - Allowing Pupils to Explore During Experiments in the Laboratory, only education student respondents exhibited (Own) norms which were significantly different from reported teacher behaviors, and the response pattern is Type 1. (In this pattern of response, education students were similar to pupil respondents while non-education students were not. See Table 7.3, Volume 3.)

Table 6.4
Significant Differences Between Cognitions and Reported Teacher Behavior for Deviancy Control

	Own			People in General			Teachers			School Officials		
	Expectation	Positive Norms	Negative Norms	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm
Item 7. --Policing the Halls												
Teachers						1.26***			.99**	-.54*	-.58*	1.76***
Education Students		.67*		-.72*		1.81***				-.91*	-.91**	2.09***
Non-Education Students						1.45***			.77*	-.83**	-.72*	1.50***
Item 12. --Watching for Cheaters During Classroom Test												
Teachers				-.72*	-.65*	1.57***			1.39***		-.61*	1.75***
Education Students		.91**		-.87**		1.57***				-1.09***	-.65*	1.65***
Non-Education Students				-.93**	-.89**	1.73***				-.86**	-1.12***	1.85***
Item 14. --Telling Misbehaving Pupils in the Classroom to Stop Talking												
Teachers				-.92**		1.08**						1.19***
Education Students		.82*		-1.02**								1.40***
Non-Education Students				-.75*								
Item 19. Supervising On Playground												
Teachers			1.55***	-.52*	-.60*	2.40***			1.85***	-.74**		2.50***
Education Students					-.79*	1.84***			1.15*		-.66*	2.03***
Non-Education Students	.75*	.69*				2.38***			1.28*			1.90***
Item 24. --Threatening Pupils Who Misbehave In Class												
Teachers			-3.50***			-3.36***			-2.78**			-2.93**
Education Students			-2.36**	-1.78*		-2.56*						-2.65**
Non-Education Students	-1.44*		-2.75***			-2.44*	-1.48*	-1.10*				

Table 6.4 displays five items whose major focus is upon deviancy control. These tables are notable for the appearance of a number of Type 1 responses, particularly for attributions to People in General and School Officials. It should also be noted that the patterns of veridicality for these latter two sentient object positions are similar.

6.41 For issues of deviancy control, respondents tended to attribute Type 1 responses to People in General and School Officials. In both cases, reported teacher behaviors were less than were norms and expectations attributed to the two sentient object positions.

6.42 With the exception of Item 24 - Threatening Pupils Who Misbehave in Class, attributions to Teachers tended to be non-significant or Type 2. For the deviant item, non-education students attributed a negative norm to Teachers which corresponds with indicated teacher behavior - a Type 3 response.

6.43 With the exception of Item 19 - Supervising on the Playground, own cognitions tended to be non-significantly different from reported teacher behaviors or Type 2. For the deviant item, non-education students held a negative norm which corresponded with reported teacher behavior - a Type 3 response.

Table 6.5 consists of a set of six items concerned with teacher self-indulgence. In several of the items of this table we find Type 5 responses, particularly in cognitions attributed to Teachers.

6.51 For Item 11 - Visiting With Other Teachers During Study Periods and Item 20 - Cooperating With the Principal in School, reported behavior was even less self-indulgent than were norms and expectations attributed to Teachers by respondents (particularly students). Thus, Type 5 responses appeared in cognitions attributed to teachers, while Type 2 responses appeared for other cognitive types.

Table 6.5

Significant Differences Between Cognitions and Reported Teacher Behavior for Self-Indulgence

	Own			People in General			Teachers			School Officials		
	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm
Item 8. --Disciplining During Basketball Game In Gym												
Teachers												
Education Students			-1.41**								-.83*	
Non-Education Students			-1.43**								-.77*	
Item 9. --Visiting With Other Teacher On Playground												
Teachers			-1.92***			-2.42***				.68*	.58*	-2.19***
Education Students			-1.26*			-2.30***	-.86*			.68*		-1.97***
Non-Education Students			-1.26*			-1.90***	-.55*	-.82**				-1.66***
Item 11. --Visiting With Other Teachers During Study Periods												
Teachers			-3.22***			-3.32***	-.47*		-2.87***			-2.96***
Education Students			-2.72***			-2.44***	-.68*	-.78*	-2.89***			-3.15***
Non-Education Students			-3.13***			-3.25***	-.89*	-1.12**	-2.12***			-3.50***
Item 15. --Doing Own Studying and Grading In The Library												
Teachers												
Education Students				-.89*								
Non-Education Students				-.97*	-1.20**	1.17**				-1.14*	-1.33**	.93*
Item 20. --Cooperating With the Principal In School												
Teachers			3.40***			3.64***			3.57***			3.70***
Education Students		.41*	3.41***			3.63***	.52*	.52*	3.35***			3.56***
Non-Education Students	.42*	.69**	3.63***	.43*		3.85***	.53*	.66**	3.10***			3.85***
Item 21. --Reading Own Books During Study Period												
Teachers			-3.46***			-3.75***			-3.75***			-3.75***
Education Students			-2.54*			-2.71**			-2.44*			-2.71*
Non-Education Students	-1.50*	-1.81*		-1.54*		-2.55*	-1.47*	-1.73*				-2.51*

6.52 For Item 8 - Disciplining During Basketball Game in Gym and Item 9 - Visiting With Other Teachers on the Playground, students were generally similar in patterns of response and were differentiated from teachers. Both groups attributed positive norms to School Officials for disciplining which were different from reported behaviors, while only their own negative norms were sufficiently distinct to be different from behaviors reported. Type 2 responses predominated for students' own cognitions concerned with visiting and were attributed to People in General and School Officials. However, students attributed Type 3 responses to Teachers (teachers did not) while teachers attributed Type 1 repsonses to School Officials.

6.53 For Item 15 - Reading Own Books During Study Period, teachers and education students tended to respond alike, while non-education students formed a dissident group. For non-education students People in General and School Officials were seen as having cognitions which differed from reported teacher behaviors for doing own studying (Type 1 response patterns), while Type 3 and 5 responses were given for reading own books for all sentient objects except School Officials. Education students and teachers showed no significant differences from reported teacher behavior for doing own studying and Type 2 for reading own books.

Table 6.6 is composed of three items dealing with PTA and community participation. Of these, Item 16 - Attending PTA Meetings in the Auditorium shows one pattern of differences, while the other two show a distinct pattern.

6.61 For all three respondent positions, own positive norms and expectations for PTA attending and those attributed to teachers were insignificantly distinct from reported behaviors; while for cognitions attributed to People in General and School Officials, Type 1 responses were given. (People in General and School Officials both expect and want more attending at PTA, according to respondents, than is reported.)

Table 6.6

Significant Differences Between Cognitions and Reported Teacher Behavior for Community and PTA Participation

	Own			People in General			Teachers			School Officials		
	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm
Item 16. --Attending PTA Meetings in the Auditorium												
Teachers			1.90***	-.50*		2.66***			1.68**	-.62*	-.62*	1.68***
Education Students			1.62**	-.64**	-.53*	2.36***			2.19***	-.98***	-.79**	2.45***
Non-Education Students			2.24***	-.63**		2.80***			1.80**	-.73**	-.89**	2.80***
Item 26. --Visiting With Parents During PTA In the Auditorium												
Teachers												
Education Students						1.59***						1.18*
Non-Education Students			.99*			1.31**				-1.56*	-1.59*	1.44**
Item 30. --Participating in Community Activities												
Teachers												
Education Students			1.31**			1.52**						1.84***
Non-Education Students						1.28*				-1.00*	-1.00*	1.33**

6.62 For Item 26 - Visiting with Parents During PTA in the Auditorium, and Item 20 - Participating in Community Activities, no significant differences appeared for teachers. Education students attributed Type 2 responses to People in General and School Officials, while for non-education students a Type 1 response was given to School Officials. (According to non-education students, School Officials both want and expect more participating and visiting than is reported).

Table 6.7 displays two items which exhibit a good deal of cognitive distortion and are characterized by Type 3 and 5 responses. These items are alike in that teachers disliked doing the behavior involved and reported doing almost none of it. This was not understood by respondents - including teachers!

6.71 Students were alike in desiring and expecting considerable speaking out at PTA which was not matched by reported teacher behavior. (In fact, the negative norms held by non-education students tended to match reported teacher behavior.) Moreover, students attributed their own expectations and norms to People in General, Teachers and School Officials indiscriminately.

6.72 Teachers held veridical expectations for speaking out, but desired a greater amount than was reported. Moreover, they felt that both People in General and School Officials both desired and expected considerable PTA participation (as compared with reported teacher behavior). Finally, the norms and expectations they attributed to Teachers were insignificantly different from reported behaviors.

6.73 Respondents tended to see both School Officials and People in General as expecting and wanting more performance of menial tasks than teachers reported doing. This finding held for all three positions of respondents.

6.74 In addition, non-education students expected, and both student groups attributed expectations to Teachers, more doing of menial tasks than was actually reported.

Table 6.7

Significant Differences Between Cognitions and Reported Teacher Behavior for Non-Veridical Items

	Own			People in General			Teachers			School Officials		
	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm	Expectation	Positive Norm	Negative Norm
Item 6. --Speaking Out at PTA Meeting in the Auditorium												
Teachers		- .69**	-2.29***	- .67*	- .65**	-2.32***			-2.39***	- .65*	- .88*	-1.99***
Education Students	- .88**	-1.10**	-2.18**	-1.38***	-1.32**	-1.89*	-1.25***	- .89*	-2.75***	-1.92***	-1.89***	
Non-Education Students	-1.20***	-1.65***		-1.28***	-1.39***		-1.21***	-1.63***		-1.65***	-1.62***	
Item 28. --Doing Menial Tasks During Basketball Games												
Teachers			-4.00***	-1.33*		-2.64*			-3.43**	-1.23*	-1.80*	-2.28*
Education Students			-3.36***		-1.42*	-2.35*	-1.13*		-3.62***		-1.48*	-2.16*
Non-Education Students	-1.00*		-3.18***	-1.17*	-1.46*	-2.37*	-1.04*		-2.91**	-1.54*	-1.62*	

Summary and Commentary

It is worthwhile to make a brief summary and interpretation at this point. Additional summaries may be found in Chapter VII.

Own and Attributed Cognitions. It is not surprising to discover that own cognitions are more veridical than those attributed to others. In fact, the expectations of teachers are never significantly different from reported teacher behaviors. Assuming honest and balanced respondents, that they estimate the cognitions of others differently from their own suggests that they feel others are biased in their viewpoints and/or they simply lack information about the likes, dislikes and expectations of others. On the other hand, it is surprising to discover that cognitions attributed to Teachers are quite as veridical as cognitions held by respondents, themselves. For these three groups at least (in contrast with community respondents - see Chapter VII, Volume 3) Teachers are seen as quite similar to respondents themselves.

Sentient Object Positions. It is clear that the sentient object positions are not treated identically by respondents. We have noted the tendency for Teachers to be seen as similar to respondents. By the same token, People in General and School Officials are often seen as sharing restrictive norms and/or expectations with regard to issues of discipline, pupil control, teacher self-indulgence and the like. Putting together the evidence of Chapters V and VI, this supposed agreement in favor of restriction is neither veridical nor accurate, and yet it is shared by all three groups. Minor deviations from the general pattern, in which Teachers, People in General and School Officials are treated uniquely may be noted in Tables 6.4, 6.5, and 6.7.

Respondent Positions. It is with the differences between respondent positions that our most interesting findings appear. In general, it may be seen that education students tend to lie between teachers and non-education students

in both numbers and patterns of veridicality. From time to time, education students may be found with patterns of response which are similar to those of teachers (as in Finding 6.53), more often they are similar to non-education students in pattern (as in Findings 6.52, 6.71, 6.74). But once do education students give a pattern of non-veridicality which is not matched by either of the other groups - in Finding 6.34 dealing with pupil freedom; and in this item the non-veridical (liberal) education student norms match those of pupils.

✓ **It is often suggested that students are kept from entering the teaching profession because of their "accurate" (sic) and unfavorable estimates of teacher role. It is clear from these findings that the foregoing contention is not supported; that in fact non-education students are considerably less veridical in cognitions which they hold personally or attribute to others.**

CHAPTER VII

RESULTS AND THEIR IMPLICATIONS

Introduction

The summary and interpretation of the many findings reported in this volume is a difficult task. In general, two attempts will be made. We will first summarize the findings in terms of the major theoretical dimensions of role represente in these studies. Then we will discuss selected findings as they apply to an understanding of recruitment, training, and careers for teachers.

Findings for Role Theory

Content Frameworks Used in Teacher Role. Chapters II and III exhibit a large number of findings pertaining to the content frameworks used by teachers, education students and non-education students in conceptualizeng teacher traits and behaviors. In many of these findings, teachers tend to be contrasted with non-education students, while education students tend to fall somewhere in between (generally closer to the other student group). In general, teachers tend to be more sophisticated in the content frameworks they use and to have greater familiarity with stereotypes about teachers. Teacher-pupil relations appear to have greater saliency for student respondents, while teachers are more concerned with the impersonalities of teacher behavior and with teacher-principal relations. In contrast with these general findings, Table 2.3 suggests that in some areas education students are abstract and idealistic in roles held for the teacher.

It seems clear that these three positions differ in saliency of content frameworks used in describing teacher role. The majority of differences suggest that age and experience differentiate the teacher from the two student groups. It is also interesting to discover that respondents differed more in expectations and negative norms volunteered and more for manners than for actions. Is it possible that urban civilization provides its sharpest definitions of role in terms of prohibitions and styles, or are these results artifactive and due to superficial methodology?

Scaling of Volunteered Data. The data from both Chapters II and III were scaled, and differences among positions were analysed for possibly significant disparities. In neither case were other than randomly significant disparities obtained (nor were there significant disparities obtained when analysing differences among community positions - see Volume III).

There are at least four reasons why a scale point analysis of volunteered role cognitions would fail to reveal positional disparities. (1) It is possible that community positions are, indeed, uniform in norms and expectations held for the teacher. (This unlikely explanation is contradicted in the data from Chapter IV.) (2) It is also possible that scaling techniques, small N's or the nature of the non-probed,volunteered responses rendered the attempted analysis insensitive to existant disparities. (3) It should be noted that analysis could be made only of responses given by the self-selected sample of respondents for whom the content area involved was sufficiently salient to elicit a volunteered response. It is possible that this non-random sample of respondents exhibited cognitive uniformity, while a random sample would not. (4) Finally, it should be noted that the majority of salient items reflected issues of general morality, particularly those stemming from positive norms and expectational questions. It is doubtful that items having such a content would elicit controversy or positional disparities in teacher role cognition.

The last interpretation, which we are inclined to favor, suggests that saliency of role cognitions does not necessarily imply controversy. It also implies that whereas a scaled analysis of negative norms reveals few differences which are not also reflected in positive norms, that volunteered negative norms are uniquely useful for suggesting areas of controversy or positional disparity. Other researchers are advised to consider using negative norms for the eliciting of fruitful content areas but to avoid wasting time scale-pointing voluntered cognitions.

Positional Differences for Scaled Data. Chapter IV abounds with significant findings pertaining to positional disparities for pre-coded items. It was discovered that positions were more disparate in own cognitions than in cognitions attributed to others. By way of exception, there were vanishingly few disparities between students over cognitions attributed to School Officials. Once again, education students were often to be found between teachers and non-education students ~~were often to be found between teachers and non-education~~ students in their responses, but in contrast with results from Chapters II and III, in the scaled data education students tended to be more similar to teachers than to the other student group. The general pattern held for teacher self-indulgence, teacher support of school rules, speaking out and participating at PTA, studying and grading in the library, and a number of other areas. In contrast, education students were at odds with both teachers and non-education students in holding idealistic norms for amount of freedom teachers should allow pupils and for teacher singing.

These data suggest that sharp disparities exist in teacher role held by teachers and the two groups of students. In Volume III similar differences among community positions are interpreted as "role conflict". We should not, however, be tempted to so interpret the present disparities. It is unlikely that teachers are more than peripherally aware of the cognitions held by student groups, and there is certainly a minimum of interaction between students and teachers which would allow the former to express their cognitions in sanctions towards the teacher. However, these findings have definite implications for recruitment, training, and satisfaction of the new teacher (which are given below).

It is significant that education students are more like teachers for the pre-scaled items reported in Chapter IV, while in the volunteered material reported in Chapters II and III they were more similar to the other student group. This suggests that cognitive conformity is a more superficial process than the adjustment of content saliency. Or to put it another way - education students give cognitions which are closer to those of teachers (indicating either selection or training) for chosen items but in what they choose to think about they are more similar to other students. This suggests an additional proposition that standard forms of role conflict (based upon cognitive disparity might disappear prior to disparities in content saliency - while the latter might be retained in a number of situations as a residual source of prejudice or friction.

Positional Differences in Accuracy. If positions do not agree about norms nd expectations for teacher behavior, do they agree on estimates of the cognitions of others? Chapter V presents data to the contrary. Not only did respondents share a number of mistaken stereotypes in cognitions attributed to Teachers and School Officials, but significant differences appeared between positions in terms of ccuracy. Teachers were far better in estimating the cognitions of others than ere either of the student groups, although education students were more accurate han their non-educational contemporaries. Teachers were more accurate in estimating or Teachers, while the two student groups estimated more accurately for School fficials! These findings appeared in a number of content areas.

Taken together, data from Chapter IV and V present an interesting anomalie. espite their relative lack of interaction or familiarity with School Officials, he two student groups were insignificantly disparate from one another in cognitions ttributed to that position (Chapter IV) and were actually more accurate in making uch attributions than they were in attributing to Teachers (Chapter V). Evidently, amiliarity (or sheer interaction rate) does not necessarily lead to accuracy - as is uggested by most of our data. It is strongly implied by these data that teachers o not communicate their values to students (nor to other groups in the community - ee Volume III).

Positional Differences in Veridicality. Finally, the three respondent positions lso differed in veridicality of cognitions held or attributed. When judged against eported teacher behaviors, once again the cognitions of teachers were most eridical, education students lay in between, while non-education students were east veridical. Own cognitions of teachers and the own expectations of education udents were clearly more veridical than were their attributed counterparts.

In general, teachers and education students attributed cognitions to Teachers which were more veridical while all three groups attributed cognitions of low veridicality to School Officials. These patterns appeared for a wide variety of content areas.

The fact that education students are more like teachers in veridicality of expectations is very suggestive. Let us assume that these differences are due to the educative process. It is suggested that students of education learn appropriate expectations while their norms (and attributed cognitions of all types) are relatively unaffected by the educative process. If this explanation is correct, this may be an example of the difference between book learning and practical experience - with the latter resulting in normative shifts. There is also evidence (from Chapters II and IV) that some of the norms held by education students are idealistic and unrealistic.

It is also interesting to compare the data from Chapters V and VI with regard to Teachers as a sentient object position. Although respondents are less accurate when attributing to Teachers (than to School Officials), their attributions are, in fact, more veridical. That is, they do not know what teachers are thinking; but what they think Teachers think turns out to match reported teacher behavior (more so than for School Officials).

The Comparative Status of Errors. It is useful to examine the evidence for positional disparities, accuracy and veridicality side-by-side. Table 7.1 presents in comparative forms the numbers and percentages of statistically significant ($p < .05$) disparities found for each of the 30 items examined in these three analyses. The data from the three sub-tables of Table 7.1 are strictly comparable as they were derived from the same basic data using identical statistical techniques. The data were taken from Tables 4.1, 5.1 and 6.1 respectively.

Besides findings already discussed, several additional results may be seen in Table 7.1. It should be noted that respondents were poorest in attributing cognitions to others (accuracy) and were best in estimating teacher behaviors with

TABLE 7.1

NUMBER AND PERCENTAGE OF SIGNIFICANT DISPARITIES FOR ACCURACY, VERIDICALITY, AND POSITIONAL DIFFERENCES

Subject Positions	Accuracy of cognitions attributed to:		of own Cognitions	Veridicality of cognitions attributed to:			Positional Differences* between subjects and:		
	Teachers	School Officials		People in General	Teachers	School Officials	Teachers	Education Students	Non-Education Students
	Data for Expectations								
Teachers	1(3%)	3(10%)	0(0%)	6(20%)	1(3%)	6(20%)	-------	6(20%)	5(17%)
Education Students	7(23%)	6(20%)	1(3%)	7(23%)	5(17%)	5(17%)	6(20%)	------	4(13%)
Non-Education Students	7(23%)	5(17%)	7(23%)	8(27%)	7(23%)	9(30%)	5(17%)	4(13%)	------
Totals	15(17%)	14(16%)	8(9%)	21(23%)	13(14%)	20(22%)	11(12%)	10(11%)	9(10%)
	Data for Positive Norms								
Teachers	1(3%)	3(10%)	1(3%)	3(10%)	0(0%)	7(23%)	------	4(13%)	8(27%)
Education Students	6(20%)	4(13%)	7(23%)	5(17%)	3(10%)	7(23%)	4(13%)	------	4(13%)
Non-Education Students	11(37%)	9(30%)	5(17%)	4(13%)	6(20%)	12(40%)	8(27%)	4(13%)	------
Totals	18(20%)	16(18%)	13(14%)	12(13%)	9(10%)	26(29%)	12(13%)	8(9%)	12(13%)

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*Data given are for own cognitions only.

their own cognitions (veridicality). The number of significant differences between respondent positions tends to fall between these two extremes. It is also worth noting that non-education student respondents are the most deviant of all positions. They are least accurate, least veridical, and most disparate from the other two positions. In this respect they are very similar to the pupil position, data for which are reported in Volume III, and unlike the position of parent. In fact, a comparison of the data from pupils (Volume III) and non-education students (Volume IV) will reveal that the latter are in a number of cases less favorably disposed towards teachers, less accurate, less veridical in cognitions held. It would seem that some of these results occurred because of a need to justify choice of careers other than education among the non-education students.

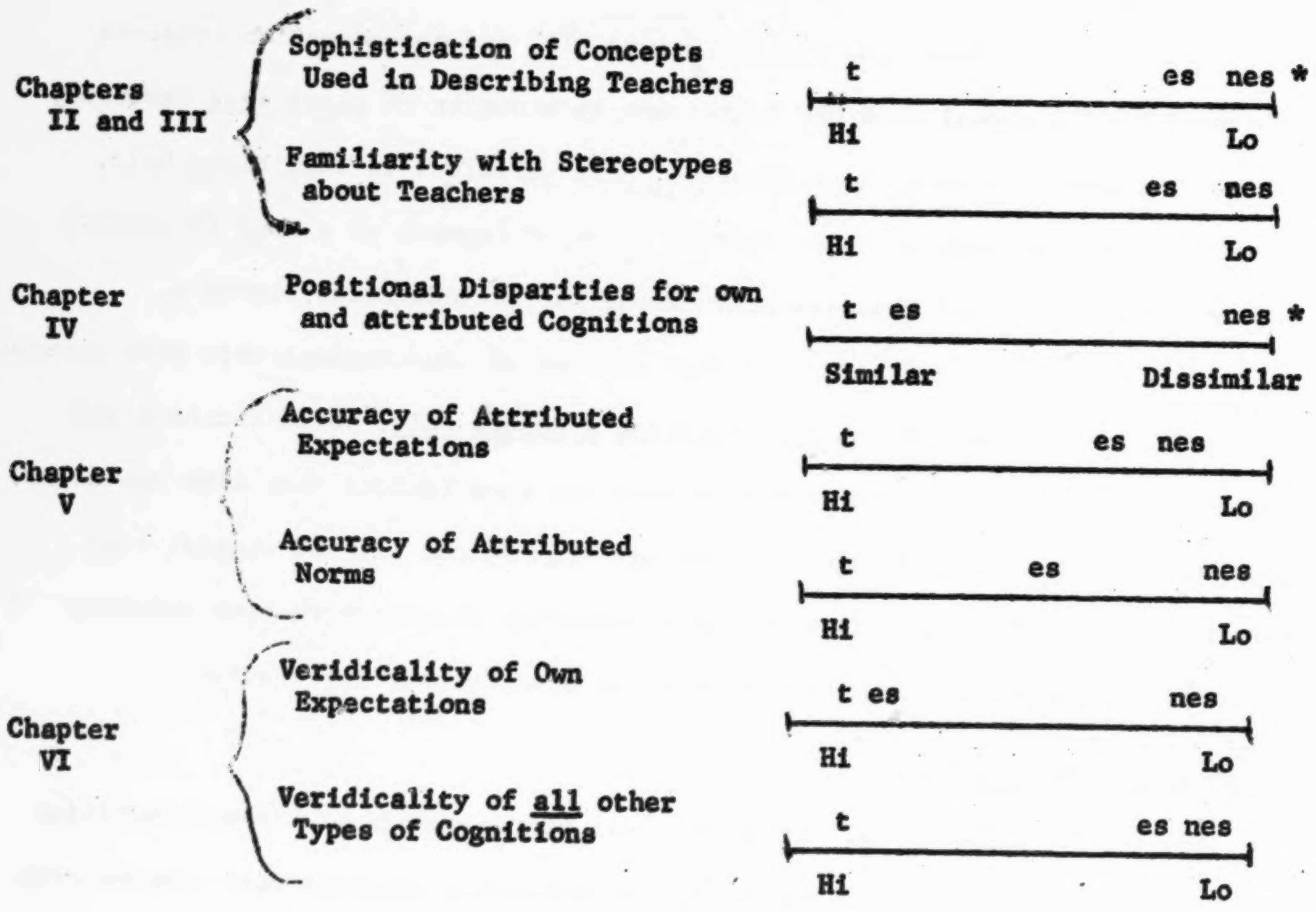
It is also interesting to note that attributed expectations were more accurate than attributed norms for the non-education students only, while teachers and education students were more veridical with own expectations than with own norms. These data tend to support similar findings from Volume III and suggest that expectational veridicality is based upon education whereas normative accuracy depends upon identification. These problems need further exploration.

Findings for Teacher Role

Positional Differences. It seems clear that a number of disparities exist among teachers, education students, and non-education students over teacher role cognitions. These disparities may be found for both norms and expectations, for own and attributed cognitions, for teacher behaviors and traits, and for teacher behavior laid against a variety of contexts. In general, non-education students were found to be contrasted with teachers on a number of scales with education students falling in between, sometimes closer to teachers, sometimes closer to the other students. The major relationships between the three positions are given in Figure 7.2.

The findings suggest that roles held for the teaching profession by teachers, education students and non-education students are different in significant and

Figure 7.2 Positional Relationships for Several Variables


Chapters II and III
Sophistication of Concepts Used in Describing Teachers
t
es
nes *
Hi
Lo
Familiarity with Stereotypes about Teachers
t
es
nes
Hi
Lo
Chapter IV
Positional Disparities for own and attributed Cognitions
t
es
nes *
Similar
Dissimilar
Chapter V
Accuracy of Attributed Expectations
t
es
nes
Hi
Lo
Accuracy of Attributed Norms
t
es
nes
Hi
Lo
Chapter VI
Veridicality of Own Expectations
t es
nes
Hi
Lo
Veridicality of all other Types of Cognitions
t
es nes
Hi
Lo

Note: "t" = teachers, "es" = education students, "nes" = non-education students. * Evidence from these two sources for non-veridical idealism among education students.

subtle ways. What significance do these findings have for career patterns in the teaching profession?

It is not surprising to find that, for a number of content areas, students are either different from teachers, or that education students tend to stand between non-education students and teachers. For such areas it is reasonable to assume that the processes of teacher-education will gradually shift the norms and expectations held by education students towards a more realistic outlook.

The finding that education students were occasionally idealistic in comparison with both teachers and non-education students was unexpected. Such a distortion might be explained in at least three ways. (1) It is possible that idealistic professors of education are having an "impact" on education students, and that their idealisms of today represent inspired social change about to take place in the school systems of tomorrow. (2) It is also possible that education students are selecting themselves for a teaching career because of the idealistic picture which they hold of teacher-pupil relations. (3) Finally, it is possible that a patina of idealism is assumed by the education student as a protective device during the time when he is a student and unable to experience the rewards of professional participation. (Such an interpretation would imply that idealistic autisms might be found in recruits to other, similar professions such as nursing, social work and the ministry.)

Differences between the two student groups may be examined for possible recruitment implications. It should be noted that non-education students expected teachers to be non-cooperative, non-participating, self-indulgent, noisy, and restrictive of pupils (Chapter IV). Thus, not only were they ignorant of matters educational, but their norms and expectations held would have tended to discourage entrance into the profession of teacher. These data suggest that it is beliefs rather than values which are keeping non-education students from considering a teaching career, and that the generally corresponding norms held by non-education students are reflections of the stereotypic expectations which they hold. Education students, under this interpretation, are recruited either because they hold different expectations or because their values are such as to override their good sense. Should expectations by non-education students prove to be erroneous, it is implied that more students may be recruited into education through campaigns of information aimed at changing expectations for the teacher.

But whatever the relevance of these data for initial recruitment, their importance for the young teacher is obvious. The existence of many significant differences between teachers and education students in role elements held points towards difficulties which these students will experience during their first year of teaching. Either they must change their autistic role elements or they must somehow work a change in the system so that their expectations become veridical. (Veridical expectations are a necessity for the young teacher. Idealistic norms may be tolerated, or encouraged in a rapidly-changing social system.) Such role distortions must be responsible for a good deal of the high drop-out rate during the first year of teaching. Such findings also point to the value of fifth-year programs or other arrangements where young teachers may receive on-the-job training and advice.

Pluralistic Ignorance in Teacher Role. A number of findings in this volume may be interpreted in terms of pluralistic ignorance. This term comes from Schanck 22/ who has shown that under certain conditions the members of a community might share a wholly mistaken view of the norms of the group. Thus, there might exist an agreed-upon view of "public opinion" which corresponded neither with the norms of community members nor the actual behaviors of persons affected.

In another report (Biddle, Rosencranz, Tomich and Twyman 23/), and in Volumes II and III of this series, the authors have shown that community respondents attribute to People in General conservative norms for school teacher behavior which is neither veridical nor accurate. These mistaken attributions are matched by equally conservative attributions to School Officials which are made by all respondents except school officials themselves. In the data from Chapters V and VI it will be seen that conservative norms are also attributed by student positions to People in General and to School Officials which are neither veridical nor accurate. Finally, in a related study, Rankin, Biddle, Sigler, and Guthrie 24/ have shown that students attribute a similar, inaccurate, conservative stereotype to other students in the University.

Let us assume that these findings are valid for, at least, the Kansas City community. An understanding of them requires that one answer several questions. How did the false stereotypes attributed to the public and to school officials get set up? Why don't school officials share in these stereotypes? By what means are these stereotypes maintained? What problems do these stereotypes impose on teachers and students?

It may be conjectured that conservative pluralistic ignorance of public opinion is pandemic to much of Western society. We are faced with the joint phenomena of rapid social change paired with the legitimizing of public outcry from reactionary heel-draggers. Many persons may assume that the public continues to think of teachers in terms of the values of small-town America when they listen to the criticisms of the super-patriots, those interested in a "classical" education, and the know-nothings. Assuming this explanation, similar conservative stereotypes should be observable for many public positions.

It may also be true that teachers are peculiarly vunnerable to conservative stereotypes due to their ambiguous position of giving personal service in a public institution and their inability to form strong professional organizations which would set and enforce standards for their profession. This latter interpretation suggests that conservative stereotypes might be observable for nurses, social workers, government officials and other similar professions.

Whatever its etiology, conservative pluralistic ignorance for the teacher is probably maintained through restrictions of both communication and behavioral observation. The school system is notorious for lack of communication between positions due to inadequate administration, lack of time, poor facilities, and above all, poor motivation. It is probable that the conservative stereotype of the School Officials is additionally facilitated by duplicity. It should be noted that school officials share in the general ignorance of public opinion concerning the teacher. Thus, the average school official, liberally (and often extensively) educated, is faced with "representing" a public whose standards run counter to his own. This undoubtedly results in a double standard of performance; conservative values for teacher behavior supported and enforced in public, liberal standards held in private. Thus, through lack of information about actual public opinion on teacher role, the school official is not only forced into upholding standards which he does not share, but he adds to his burdens by appearing as an authoritarian "fuddy-duddy" in the eyes of all.

But not only school officials suffer from the stereotype. Teachers are constrained from expressing a number of norms and expectations which they (in fact) share with School Officials due to their inaccurate attributions. And students contemplating a career in teaching believe they must work in a system where they are under the authoritarian and conservative dictates of a school official - who doesn really believe in it!

Such sharp disparities suggest an educational campaign. It is possible that conservative pluralistic ignorance for the role of the teacher may be necessary for the operation of the school as an institution; but one wonders what problems would be relieved, and particularly how many additional students could be recruited to education, were information made public about the true values of school officials.

APPENDIX A

TRAITS OF TEACHERS VOLUNTEERED BY RESPONDENTS

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TABLE A.1--[illegible]

TRAITS VOLUNTEERED FOR POSITIVE NORM USAGE

		Teacher (N = 98)		Education Students (N = 109)		Non-Education Students (N = 129)	
No.	Framework	n	%	n	%	n	%
128	Friendly	30	30.0	35	32.0	28	21.7
136	Humorously	25	25.0	22	20.0	13	10.1
163	Thoughtfully	24	24.0	39	36.0	39	30.2
140	Knowledgeably	23	23.0	26	23.0	39	30.2
145	Orderly	21	21.0	11	10.0	9	7.0
141	Lovingly	21	21.0	6	5.0	6	4.7
210	Interested in	20	20.0	27	25.0	16	12.4
148	Pleasantly	20	20.0	21	19.0	18	14.0
123	Fairly	20	20.0	24	22.0	21	16.3
164	Well-groomed	17	17.0	10	9.0	15	11.6
032	Helps	15	15.0	15	20.0	27	20.9
016	Cooperative	15	15.0	2	1.8	3	2.3
010	Broadminded	15	15.0	12	15.0	15	11.6
201	Able to do	13	13.0	9	8.0	11	8.5
147	Personably	13	13.0	7	6.0	9	7.0
151	Professionally	12	12.0	3	2.7	--	--
146	Patiently	12	12.0	11	10.0	17	13.2
139	Kindly	12	12.0	5	4.0	6	4.7
160	Sincerely	10	10.0	14	12.0	11	8.5
416	Well educated	8	8.0	2	1.8	5	3.9
206	Enjoy doing	8	8.0	3	2.7	3	2.3
124	Firmly	8	8.0	9	8.0	19	14.7
015	Controls	7	7.0	2	1.8	9	7.0
133	Honestly	6	6.0	6	5.0	4	3.1
310	Voice Quality	5	5.0	8	7.0	8	6.2
305	Physical Attractiveness	5	5.0	4	3.0	1	.8
034	Improves	5	5.0	3	2.0	1	.8
135	Honestly	5	5.0	6	5.0	9	7.0
122	Ethically	5	5.0	4	3.0	2	1.6
121	Enthusiastically	5	5.0	12	11.0	5	3.9
117	Diligently	5	5.0	3	2.7	2	1.6
113	Creatively	5	5.0	7	6.0	3	2.3
108	Cleanliness	5	5.0	3	2.7	4	3.1
165	Modern	4	4.0	5	4.0	1	.8
115	Democratically	4	4.0	3	2.7	3	2.3
112	Courteously	4	4.0	6	5.0	5	3.9
080	Verbalization	2	2.0	7	6.0	16	12.4
068	Self-Control	2	2.0	2	1.8	2	1.6
023	Encourages	4	4.0	7	6.0	13	10.1
020	Disciplines	4	4.0	1	.9	5	3.9
311	Mental Ability	3	3.0	6	5.0	10	7.8
211	Motivated to	3	3.0	6	5.0	6	4.7
107	Certainty	3	3.0	3	2.7	7	5.4
021	Discriminates	3	3.0	6	5.0	4	3.1

TABLE A.1 (Continued)

		Teacher (N = 98)		Education Students (N = 109)		Non-education Students (N = 129)	
No.	Framework	n	%	n	%	n	%
401	Community Participation	2	2.0	1	.9	--	--
166	Interesting	2	2.0	10	9.0	14	10.9
106	Appropriately	2	2.0	2	1.0	2	1.6
301	Age	1	1.0	3	2.7	1	.8
028	Expresses Satisfaction	1	1.0	2	1.8	--	--
024	Enforces	1	1.0	2	1.8	2	1.6

Note: Entries in the cells represent numbers and percentages of respondents volunteering the given trait frameworks. Frameworks are ranked in order of percentage usage by Teachers.

TABLE A.2

TRAITS VOLUNTEERED FOR NEGATIVE NORM USAGE

		Teacher (N = 98)		Education Students (N = 109)		Non-Education Students (N = 129)	
No.	Framework	n	%	n	%	n	%
151	Professionally	29	29.0	13	11.0	7	5.4
010	Broadminded	27	27.0	31	28.0	38	29.5
164	Well-groomed	17	17.0	11	10.0	12	9.3
117	Diligently	14	14.0	1	.9	5	3.9
028	Expresses satisfaction	13	13.0	6	5.0	6	4.7
210	Interested in	11	11.0	16	14.0	20	15.5
163	Thoughtfully	11	11.0	21	19.0	10	7.8
133	Happily	11	11.0	14	12.0	9	7.0
021	Discriminates	11	11.0	36	33.0	27	20.9
146	Patiently	10	10.0	12	11.0	7	5.4
145	Orderly	10	10.0	8	7.0	5	3.9
140	Knowledgeably	9	9.0	3	2.7	19	14.7
123	Fairly	9	9.0	13	11.0	13	10.1
122	Ethically	9	9.0	1	.9	--	--
201	Able to do	8	8.0	4	3.0	11	8.5
016	Cooperative	10	10.0	3	2.7	--	--
310	Voice Quality	7	7.0	11	10.0	7	5.4
128	Friendly	7	7.0	17	15.0	14	10.9
020	Disciplines	7	7.0	2	1.8	5	3.9
107	Certainty	6	6.0	2	1.8	5	3.9
124	Firmly	6	6.0	18	16.0	18	14.0
068	Self Control	6	6.0	7	6.0	6	4.7
160	Sincerely	5	5.0	9	8.0	8	6.2
141	Lovingly	5	5.0	5	4.0	2	1.6
135	Honestly	5	5.0	4	3.0	--	--
034	Improves	5	5.0	1	.9	--	--
015	Controls	5	5.0	3	2.7	6	4.7
139	Kindly	4	4.0	5	4.0	2	1.6
136	Humorously	4	4.0	3	2.7	6	4.7
115	Controls	4	4.0	18	16.0	12	9.3
112	Courteously	4	4.0	1	.9	5	3.9
155	Reasonably	3	3.0	4	3.0	11	8.5
148	Pleasantly	3	3.0	10	9.0	9	7.0
106	Appropriately	3	3.0	8	7.0	12	9.3
032	Helps	3	3.0	5	4.0	7	5.4
206	Enjoy doing	2	2.0	2	1.8	1	.8
166	Interesting	2	2.0	8	7.0	8	6.2
165	Modern	2	2.0	4	3.0	5	3.9
113	Creatively	2	2.0	9	8.0	5	3.9
416	Well Educated	1	1.0	1	.9	3	2.3
301	Age	1	1.0	4	3.0	2	1.6
132	Good	1	1.0	1	.9	--	--
121	Enthusiastically	1	1.0	1	.9	2	1.6

Note: Entries in the cells represent numbers and percentages of respondents volunteering the given trait frameworks. Frameworks are ranked in order of percentage usage by Teachers.

TABLE A.3

TRAITS VOLUNTEERED FOR EXPECTATION USAGE

No.	Framework	Teacher (N = 98)		Education Students (N = 109)		Non-Education Students (N = 129)	
		n	%	n	%	n	%
151	Professionally	24	24.0	19	17.0	6	4.7
010	Broadminded	22	22.0	16	14.0	21	16.3
163	Thoughtfully	21	21.0	19	17.0	16	12.4
210	Interested in	19	19.0	34	31.0	26	20.2
117	Diligently	19	19.0	6	5.0	6	4.7
164	Well groomed	15	15.0	11	10.0	7	5.4
123	Fairly	14	14.0	7	6.0	8	6.2
032	Helps	12	12.0	22	20.0	20	15.5
201	Able to do	11	11.0	9	8.0	9	7.0
160	Sincerely	11	11.0	7	6.0	10	7.8
128	Friendly	11	11.0	20	18.0	19	14.7
416	Well educated	10	10.0	2	1.8	4	3.1
145	Orderly	10	10.0	5	4.0	4	3.1
140	Knowledgeably	10	10.0	15	13.0	26	20.2
034	Improves	10	10.0	5	4.0	1	.8
016	Cooperative	10	10.0	8	7.0	5	3.9
206	Enjoy doing	9	9.0	7	6.0	6	4.7
146	Patiently	9	9.0	6	5.0	13	10.1
136	Humorously	9	9.0	9	8.0	5	3.9
133	Happily	9	9.0	10	9.0	9	7.0
401	Community participation	8	8.0	6	5.0	1	.8
139	Kindly	7	7.0	4	3.0	3	2.3
148	Pleasantly	6	6.0	8	7.0	3	2.3
147	Personably	6	6.0	5	4.0	4	3.1
211	Motivated to	5	5.0	8	7.0	11	8.5
135	Honestly	5	5.0	2	1.8	8	6.2
028	Expreses satisfaction	5	5.0	5	4.0	4	3.1
165	Modern	4	4.0	8	7.0	6	4.7
124	Firmly	4	4.0	4	3.0	16	12.4
122	Ethically	4	4.0	3	2.7	--	--
121	Enthusiastically	4	4.0	3	2.7	2	1.6
112	Courteously	4	4.0	4	3.0	4	3.1
020	Disciplines	4	4.0	2	1.8	6	4.7
015	Controls	4	4.0	1	.9	5	3.9
311	Mental Ability	3	3.0	10	9.0	6	4.7
310	Voice quality	3	3.0	3	2.7	3	2.3
166	Interesting	3	3.0	4	3.0	6	4.7
113	Creatively	3	3.0	13	11.0	3	2.3
068	Self control	3	3.0	1	.9	3	2.3
023	Encourages	3	3.0	5	4.0	8	6.2
301	Age	2	2.0	5	4.0	3	2.3
115	Democratically	2	2.0	9	8.0	9	7.0
108	Cleanliness	2	2.0	1	.9	4	3.1
107	Certainty	2	2.0	4	3.0	4	3.1

TABLE A.3 (Continued)

		Teacher (N = 98)		Education Students (N = 109)		Non-Education Students (N = 129)	
No.	Framework	n	%	n	%	n	%
024	Enforces	2					
305	Physical Attractiveness	1	1.0	1	.9	1	.8
155	Personably	1	1.0	1	.9	5	3.9
132	Good	1	1.0	1	.9	3	2.3
080	Verbalization	1	1.0	2	1.8	5	3.9

Note: Entries in the cells represent numbers and percentages of respondents volunteering the given trait frameworks. Frameworks are ranked in order of percentage usage by Teachers.

APPENDIX B

UNIQUE BEHAVIORS VOLUNTEERED BY RESPONDENTS

SUPPLEMENTARY TABLE B

ITEMS USED IN CODING VOLUNTEERED TEACHER BEHAVIORS

Item No.	Item
101	Answers
102	Attends
103	Aware of
104	Encourages
105	Concentrates
106	Demonstrates
107	Disciplines
108	Encourages
109	Enters
110	Evaluates
111	Helps
112	Instructs
113	Interferes
114	Keeps busy
115	Leisure activity
116	Listens to
117	Meets
118	Model (be a)
119	Moves about
120	Observes
121	Officiates
122	Participates
124	Polices
125	Praises
126	Presence in setting
127	Reads
128	Self-control
129	Sings
130	Smokes
131	Studies
132	Suggests
133	Supervises
134	Verbalizes
135	Works
136	Courteously
137	Dignifiedly
138	Enthusiastically
139	Firmly
140	Friendlily
141	Happily
142	Pleasantly
143	Quietly
144	Well groomed
201	Friendly Pupils
202	Interest in Games
203	Non-task interest (audience participation)
204	Arranging books on shelves
205	Aware of games
206	Aware of meetings
207	Aware of rules
208	Cheering the team
209	Demonstrating how to play games
210	Directing games
211	Severe disciplining
212	Disciplining a pupil
213	Disciplining pupils (group)
214	Disciplining unacceptable behavior
215	Disciplines firmly
216	Discriminates (has "teacher's pet")
217	Encourages sportsmanship
218	Encourages participation
219	Encourages team
220	Evaluates assignments
221	Experiments with tasks (introduces alternatives)
222	Consumes food and drink
223	Helps pupils
224	Helps one who needs assistance
225	Helps willingly to
226	Helps with tasks
227	Instructs tasks
228	Instructs (teaches) sportsmanlike behavior
229	Instructs games
230	Interferes with pupils
231	Leads (directs) tasks
232	Leads (directs) pupils
233	Leisure activity and meetings (participates)
234	Leisure activity and games (participates)
235	Listens to meetings
236	Listens to alertly
237	Maintains physical condition (refers to surroundings)
238	Maintains order
239	Maintains quiet
240	Maintains (atmosphere) conducive to learning
241	Meets teachers
242	Meets parents
243	Meets pupils
244	Moves about furniture
245	Moves about pupils
246	Moves about (interacts with) teachers
247	Moves about quietly
248	Observes pupils
249	Observes games
250	Observes meetings
251	Participates (joins with) pupils
252	Participates in games
253	Participates as part of an audience
254	Performs on musical instruments

SUPPLEMENTARY TABLE B (Continued)

Item No.	Item
255	Plans assignments
256	Practices (rehearses) task performance
257	Reads books
258	Sings (allows pupils to sing)
259	Starts (to correct) deviancy
260	Stresses sportsmanship
261	Stresses health
262	Supervises task
263	Supervises pupils
265	Verbalizes task
266	Verbalizes quietly
267	Verbalizes (teacher object of pupil verbalization)
268	Verbalizes clearly
269	Verbalizes (teacher object of parent verbalization)
270	Verbalizes appropriately
271	Verbalizes frankly
272	Verbalizes (about games)
273	Works written matter
274	Writes personal products
275	Appears dignifiedly
276	Appears interested in
277	Appears (to be a good sport)
278	Appears (to be a good citizen)
279	Appears (to be courteous)
280	Collects money
301	Reasonably solves problems for pupils
302	Demonstrates the task to pupils
303	Directs the task appropriately
304	Disciplines appropriately pupils
305	Discriminates (aware of) pupil participation
306	Encourages participation pupils
307	Enforces task pupils
308	Enforces quiet pupils
309	Enforces health pupils
310	Consumes (eats with) privately other teachers
311	Consumes (eats with) privately the pupils
312	Help tasks (with the problems of) pupils
313	Helps (encourages pupils to be) autonomus (independent)
314	Instructs appropriately task
315	Instructs practically task
316	Instructs interestingly task
317	Maintains orderly physical condition
318	Maintains order pupils
319	Maintains quiet pupils
320	Participates energetically meetings
321	Participates games pupils
322	Permits (forbids) deviant pupil behavior
323	Permits choice pupils
324	Stresses health pupils
325	Stresses participation pupils
326	Verbalizes clearly task
327	Verbalizes (tells) task (what to do to) pupils
328	Verbalizes (talks) seriously about the task (job)
329	Appears interested in games
330	Appears interested in meetings

TABLE B.1
UNIQUE BEHAVIORS VOLUNTEERED FOR POSITIVE NORM USAGE

Item Number	Teachers	Education Students	Non-Education Students
101	7.1	7.3	5.2
102	2.0	2.8	1.5
103	8.2	8.2	7.4
104	4.1	2.8	4.4
105		.9	7.4
106	6.1	5.5	.7
107	3.1	2.8	5.2
108	11.2	1.8	5.2
109	2.0		2.2
110	10.2		.7
111	32.6		11.8
112	13.3		5.9
113	9.2		3.0
114		1.8	5.9
115	17.3	16.5	10.4
116	5.1	10.1	5.9
117		1.8	.7
118	3.1	9.2	4.4
119	17.3	13.8	13.3
120	3.1	17.4	11.1
121	4.1	8.2	2.2
122	12.2	22.9	17.8
124	3.1	1.8	2.2
125	1.0	1.8	3.0
126	15.3	12.8	11.1
127	6.1	17.4	19.2
128	2.0		2.2
129	1.0	2.8	.7
130	1.0	.9	1.5
131	1.0	6.4	9.6
132	6.1	3.7	7.4
133	13.3	6.4	8.9
134	6.1	6.4	3.7
135		2.8	.7
136	5.1	7.3	6.7
137	5.1	2.8	3.7
138	3.1	4.6	3.7
139	1.0	4.6	2.2
140	15.3	11.9	11.1
141	6.1	5.5	5.2
142	13.3	5.5	2.2
143	11.2	11.9	11.8
144	8.2	3.7	3.0
145	5.1	9.2	11.8
201	8.2	10.1	5.2
202	4.1	7.3	3.7
203	5.1	1.8	1.5

TABLE B.1 (Continued)

Item Number	Teachers	Education Students	Non-Education Students
204	1.0		2.2
205	1.0	2.8	
206	7.1	5.5	4.4
207	2.0	.9	2.2
208	5.1	7.3	11.1
209		5.5	2.2
210	11.2	10.1	5.2
212			1.5
213	2.0	3.7	1.5
214	2.0	1.8	1.5
215	2.0		
216	2.0		1.5
217	2.0	5.5	.7
218	2.0	1.8	2.2
219	3.1	2.8	5.9
220	7.1	11.9	11.8
221	6.1	4.6	2.2
222	1.0	.9	1.5
223	7.1	11.9	13.3
224	16.3	8.2	5.2
225	3.1	8.2	5.9
226	5.1	1.8	5.9
227	13.3	11.0	5.2
228	3.1		1.5
229	5.1	2.8	2.2
230		2.8	
231	5.1	4.6	3.7
232	2.0	.9	
233	9.2	6.4	8.9
234	17.3	10.1	5.9
235	5.1	2.8	
236	5.1	2.8	4.4
237	7.1	2.8	.7
238	31.6	30.3	27.4
239	13.3	15.6	13.3
240	11.2	9.2	2.2
241	2.0	2.8	3.0
242	9.2	7.3	3.0
243	3.1	6.4	7.4
244		.9	2.2
245	7.1	11.0	5.2
246	2.0	4.6	3.0
247	10.2	5.5	3.0
248	6.1	10.1	5.9
249	12.2	7.3	12.6
250	3.1	6.4	7.4

TABLE B.1 (Continued)

Item Number	Teachers	Education Students	Non-Education Students
251	8.2	15.6	7.4
252	12.2	15.6	18.5
253	4.1	2.8	.7
254	1.0	1.8	1.5
255	4.1	7.3	7.4
256	3.1	.9	
257	3.1	1.8	4.4
258	8.2	5.5	5.2
259	1.0		1.5
260	7.1	.9	1.5
261	5.1	2.8	1.5
262	10.2	11.0	5.2
263	6.1	8.2	3.0
265	5.1	9.2	5.9
266	8.2	2.8	.7
267	2.0	2.8	
268	7.1	4.6	3.7
269	2.0	3.7	1.5
270	3.1	1.8	.7
271	1.0	3.7	3.7
272		2.8	1.5
273	6.1	3.7	5.9
274	1.0		.7
275	3.1	.9	.7
276	7.1	10.1	12.6
277	10.2	4.6	3.0
278	2.0	3.7	3.0
279	7.1		
280		.7	4.6
302	1.0	.9	
303	3.1	4.6	.7
305	5.1	5.5	1.5
306	5.1	10.1	8.9
307		.9	
308	1.0		1.5
309	1.0		.7
312	1.0		.7
313	16.3	11.0	4.4
314	5.1		2.2
315	5.1	6.4	.7
316	8.2	.9	1.5
317	2.0	.9	
318	7.1	7.3	7.4
319	17.3	9.2	11.1
320	2.0		.7
321	5.1	3.7	3.7

TABLE B.1 (Continued)

Item Number	Teachers	Education Students	Non-Education Students
322	1.0	.9	.7
323	15.3	24.8	15.6
324	2.0	1.8	1.5
325	20.4	7.3	1.5
326	7.1	7.3	1.5
327	1.0	1.8	1.5
328	1.0		
329	10.2	4.6	5.2
330	3.1	6.4	1.5
331			

TABLE B.2

UNIQUE BEHAVIORS VOLUNTEERED FOR NEGATIVE NORM USAGE

Item Number	Teachers	Education Students	Non-Education Students
101	1.0	3.7	2.2
102		2.8	3.0
103	12.2	7.3	9.6
104		.9	.7
105	6.1	9.2	9.6
107	3.1	1.8	4.4
108	4.1		14.8
109	33.7		
110	1.0		
111	7.1		7.4
112	5.1		2.2
113	24.5		13.3
114	6.1	6.4	6.7
115	6.1	4.6	
116	1.0	5.5	.7
117	4.1	3.7	4.4
118	2.0	3.7	3.0
119	19.4	12.8	24.4
120	1.0	.9	5.2
121	5.1		
122	6.1	13.8	9.6
124	9.2	17.4	14.1
125	6.1	5.5	3.7
126	14.3	25.7	22.2
127	7.1	11.9	4.4
128	9.2	17.4	4.4
129		.7	.9
130	8.2	7.3	9.6
131			.7
132			.7
133	10.2	11.0	8.9
134	14.3	17.4	12.6
135		.9	
136	13.3	4.6	5.9
137	12.2	4.6	4.4
138	9.2	4.6	3.0
139	1.0	.9	4.4
140	5.1	7.3	3.7
141	4.1	5.5	3.0
142	6.1		1.5
143	13.3	5.5	5.9
144	4.1	5.5	5.2
145	17.3	24.8	25.2
201	2.0	2.8	2.2
202	3.1	6.4	5.2

3

TABLE B.2 (Continued)

Item Number	Teachers	Education Students	Non-Education Students
203	1.0		.7
204	2.0		.7
205	3.1	6.4	3.4
206	1.0	3.7	.7
207	6.1	1.8	2.2
208		.9	.7
210	5.1	.9	1.5
211	2.0	.9	
213	5.1	4.6	2.2
214	3.1	.9	.7
215	3.1	2.8	6.7
216	6.1	4.6	6.7
217			.7
218	1.0		
219		.9	.7
220	18.4	17.4	15.6
221	1.0	1.8	
222	5.1	3.7	3.7
223	7.1	7.3	5.2
224	2.0	.9	.7
227	1.0	.9	.7
228		.9	
230	4.1	5.5	4.4
233			1.5
234	3.1	.9	
235	2.0		
237	2.0	2.8	.7
238	20.4	9.2	7.4
239	15.3	4.6	3.0
240	3.1	1.8	.7
241	7.1	7.3	2.2
242	2.0	2.8	.7
243	2.0	3.7	2.2
244	7.1	6.4	2.2
245		.9	
247			.7
248	3.1	2.8	2.2
249	1.0	2.8	.7
251	1.0	.9	1.5
252	3.1	4.6	5.2
253	2.0	1.8	1.5
254		.9	
255	5.1	3.7	2.2
256	2.0		
257	3.1	3.7	2.2

TABLE B.2 (Continued)

Item Number	Teachers	Education Students	Non-Education Students
258		.9	.7
260	3.1		
261	1.0	1.8	.7
262	4.1	.9	.7
263	16.3	3.7	1.5
265	3.1	5.5	3.7
266	1.0		
267	6.1	2.8	4.4
268	1.0	.9	
269	3.1		.7
271		.9	
272	1.0		
273	17.3	11.0	5.9
274	3.1	2.8	
276			2.2
277	8.2	4.6	1.5
278		1.8	
280	7.1		.7
303	1.0	.9	
305	2.0	4.6	1.5
306			1.5
307	2.0	1.8	.7
308		.9	
309	1.0	2.8	3.0
312		.9	
313	2.0		
314		.9	.7
315	1.0	2.8	.7
316		.9	.7
317	4.1	.9	
318	6.1	2.8	2.2
319	7.1	3.7	2.2
321	2.0		
322	15.3	8.2	5.2
323	9.2	11.9	4.4
324	2.0		.7
325	5.1	.9	
326	2.0	3.7	
327	1.0	.9	
328	1.0		
329	1.0	3.7	.7
330		4.6	1.5

TABLE B. 3

UNIQUE BEHAVIORS VOLUNTEERED FOR EXPECTATION USAGE

Item Number	Teachers	Education Students	Non-Education Students
101	11.2	8.2	5.2
102	2.0	1.8	1.5
103	4.1	5.5	8.9
104	3.1	5.5	4.4
105	2.0	7.3	5.2
106	6.1	6.4	.7
107	5.1	6.4	5.2
108	7.1	3.7	.7
109	12.2		6.7
110	14.3		3.7
111	34.7		7.4
112	21.4		9.6
113	7.1		3.0
114	4.1	4.6	3.7
115	20.4	18.3	11.1
116	10.2	6.4	3.7
117	1.0	2.8	1.5
118	3.1	5.5	3.0
119	23.5	19.3	17.0
120	7.1	18.3	13.3
121	8.2	10.1	5.9
122	12.2	18.3	15.6
124	5.1	2.8	5.9
125	4.1	5.5	3.7
126	10.2	18.3	15.6
127	11.2	21.1	20.7
128	4.1	2.8	4.4
129	3.1	3.7	3.0
130	3.1	3.7	3.0
131	4.1	6.4	8.1
132	3.1	3.7	3.0
133	13.3	14.7	12.6
134	11.2	13.8	8.1
135		2.8	2.2
136	6.1	6.4	3.7
137	7.1	2.8	2.2
138	2.0	5.5	1.5
139	4.1	.9	.7
140	8.2	7.3	3.0
141	6.1	3.7	3.0
142	5.1	2.8	.7
143	5.1	8.2	4.4
144	4.1	1.8	1.5
145	2.0	7.3	7.4
201	4.1	3.7	2.2

TABLE B. 3 (Continued)

Item Number	Teachers	Education Students	Non-Education Students
202	2.0	3.7	2.2
203	4.1	2.8	.7
204	4.1	2.8	.7
205	4.1	1.8	1.5
206	3.1	3.7	
207	1.0	.9	2.2
208	7.1	11.0	8.1
209	4.1	3.7	.7
210	15.3	11.0	5.9
212			1.5
213	3.1	7.3	5.2
214	1.0	2.8	2.2
215		1.8	
216	2.0		2.2
217	6.1	2.8	1.5
218		1.8	1.5
219	3.1	4.6	3.0
220	23.9	32.1	27.4
221	7.1	6.4	1.5
222	9.2	7.3	6.7
223	4.1	12.8	16.3
224	18.4	9.2	5.9
225	5.1	3.7	3.7
226	3.1	2.8	4.4
227	17.3	11.0	1.5
228	2.0	3.7	1.5
229	4.1	1.8	1.5
230	1.0	2.8	1.5
231	3.1	5.5	3.7
232	3.1	1.8	1.5
233	9.2	5.5	5.9
234	11.2	9.2	4.4
235	5.1	4.6	2.2
236	2.0	1.8	4.4
237	5.1	5.5	.7
238	34.7	31.2	25.2
239	10.2	14.7	8.1
240	9.2	5.5	.7
241	8.2	7.3	4.4
242	4.1	2.8	2.2
250	7.1	8.2	10.4
251	6.1	7.3	4.4
252	10.2	9.2	11.1
253	4.1	1.8	3.0
254	9.2	2.8	3.7
255	11.2	25.7	10.4

TABLE B.3 (Continued)

Item Number	Teachers	Education Students	Non-Education Students
256	7.1	2.8	
257	6.1	7.3	3.7
258	2.0	2.8	2.2
259	5.1	.9	
260	3.1	1.8	.7
261	6.1	1.8	.7
262	11.2	12.8	7.4
263	10.2	11.9	4.4
265	9.2	11.9	10.4
266	2.0	.9	.7
267	4.1	8.2	3.0
268	4.1	1.8	
269	4.1	10.1	3.0
270	1.0	.9	1.5
271		.9	
272	2.0	3.7	3.0
273	19.4	22.9	15.6
274	2.0	2.8	.7
275	6.1	.9	
276	5.1	5.5	4.4
277	8.2	3.7	1.5
278	2.0	2.8	1.5
279	4.1	2.8	.7
280	14.3	11.9	7.4
303	1.0	1.8	.7
304			.7
305	1.0		1.5
306	4.1	6.4	3.0
308	1.0	.9	
309	1.0	.9	1.5
312	6.1	11.0	3.7
313	6.1	8.2	5.2
314	2.0	1.8	1.5
315	5.1	1.8	1.5
316	7.1	1.8	
317	4.1	1.8	.7
318	9.2	10.1	5.9
319	10.2	8.2	7.4
320	1.0	.9	.7
321	1.0	2.8	.7
322		.9	.7
323	11.2	11.9	4.4
324	2.0	.9	1.5
325	16.3	7.3	3.0
326	5.1	4.6	1.5
327	2.1	4.6	2.2

TABLE B. 3 (Continued)

Item Number	Teachers	Education Students	Non-Education Students
328	4.1	.9	
329	4.1	1.8	1.5
330			.7

TABLE B.4

UNIQUE BEHAVIORS VOLUNTEERED FOR COMBINED USAGE

Item Number	Teachers	Education Students	Non-Education Students
101	5.3	12.8	12.6
102	4.1	5.5	3.7
103	16.3	14.7	16.3
104	6.1	8.2	7.4
105	7.1	13.8	15.6
106	9.1	8.2	.7
107	11.2	8.2	9.6
108	18.4	5.5	6.7
109	41.8		19.2
110	19.4		4.4
111	61.2		21.5
112	32.6		12.6
113	33.7		15.6
114	10.2	11.0	14.1
115	30.6	31.1	18.5
116	14.3	15.6	8.9
117	5.1	7.3	6.7
118	6.1	14.7	7.4
119	41.8	33.0	37.8
120	10.2	26.6	18.5
121	14.3	12.8	8.1
122	22.4	38.5	28.9
124	12.2	19.3	16.3
125	11.2	9.2	6.7
126	30.6	39.4	35.6
127	20.4	34.9	31.1
128	13.3	19.3	8.1
129	3.1	5.5	3.0
130	11.2	9.2	11.1
131	5.1	10.1	14.1
132	8.2	5.5	7.4
133	26.5	23.8	18.5
134	25.5	30.3	20.0
135		5.9	3.0
136	17.3	14.7	9.6
137	17.3	9.1	6.7
138	13.3	9.1	7.4
139	6.1	6.4	6.0
140	18.4	19.3	14.8
141	13.3	9.2	7.4
142	15.3	7.3	4.4
143	21.4	18.3	17.8
144	12.2	7.3	5.2
145	21.4	33.0	32.6
201	13.3	11.0	7.4

TABLE B.4 (Continued)

Item Number	Teachers	Education Students	Non-Education Students
202	7.1	15.6	8.1
203	7.1	4.6	2.2
204	5.1	2.8	3.0
205	8.2	9.1	5.2
206	9.2	11.0	5.2
207	6.1	3.7	4.4
208	10.2	12.8	14.8
209	4.1	5.5	2.2
210	23.5	18.3	10.4
211	3.1	.9	
212			1.5
213	9.2	11.0	7.4
214	6.1	4.6	4.4
215	5.1	4.6	6.7
216	8.2	4.6	7.4
217	7.1	7.3	2.2
218	3.1	2.8	3.7
219	5.1	6.4	7.4
220	32.6	42.2	35.6
221	11.2	11.0	2.2
222	13.3	11.0	9.6
223	17.3	23.8	21.5
224	28.6	14.7	10.4
225	6.1	10.1	8.1
226	5.1	3.7	7.4
227	24.5	16.5	6.7
228	51.0	3.7	2.2
229	8.2	3.7	3.0
230	4.1	10.1	5.9
231	7.1	6.4	4.4
232	5.1	2.8	1.5
233	16.3	8.2	12.6
234	22.4	15.6	8.9
235	9.2	5.5	2.2
236	7.1	4.6	6.7
237	12.2	7.3	2.2
238	53.1	44.0	40.0
239	25.5	25.7	17.0
240	16.3	13.8	3.0
241	15.3	13.8	8.1
242	13.3	9.2	3.7
243	7.1	14.7	10.4
244	7.1	9.2	6.7
245	9.2	15.6	8.9
246	5.1	4.6	3.7
247	13.3	6.4	5.9

TABLE B.4 (Continued)

Item Number	Teachers	Education Students	Non-Education Students
248	21.4	19.3	13.3
249	19.4	21.1	19.2
250	9.2	11.0	12.6
251	13.3	18.3	11.1
252	19.4	22.9	23.0
253	10.2	4.6	3.7
254	9.2	4.6	4.4
255	17.3	28.4	16.3
256	11.2	2.8	
257	9.2	12.8	8.9
258	10.2	7.3	5.2
259	5.1	.9	1.5
260	12.2	2.8	2.2
261	9.2	5.5	2.2
262	17.3	17.4	10.4
263	25.5	19.3	8.1
265	13.3	22.0	14.1
266	11.2	2.8	.7
267	11.2	11.0	5.9
268	11.2	6.4	3.7
269	8.2	10.1	5.2
270	3.1	3.7	2.2
271	1.0	4.6	3.7
272	3.1	5.5	3.7
273	32.7	30	19.2
274	6.1	4.6	1.5
275	7.1	1.8	.7
276	11.2	13.8	14.8
277	16.3	7.3	3.7
278	3.1	4.6	3.0
279	7.1	2.8	.7
280	14.3	11.9	7.4
302	1.0	.9	
303	5.1	7.3	1.5
304			.8
305	5.1	7.3	3.7
306	9.2	13.8	9.6
307	2.0	2.8	.7
308	2.0	1.8	1.5
317	7.1	1.8	.7
318	17.3	16.5	17.3
319	26.5	14.7	14.8
320	3.1	.9	1.5
321	4.6	4.6	3.7
322	16.3	8.2	6.7
323	28.6	35.8	17.0
324	5.1	2.8	2.2

TABLE B.4 (Continued)

Item Number	Teachers	Education Students	Non-Education Students
325	30.6	11.9	4.4
326	12.2	9.2	2.2
327	4.1	7.3	3.0
328	2.0	.9	
329	11.2	5.5	5.2
330	3.1	6.4	1.5

APPENDIX C

SCALED COGNITIONS AND REPORTED TEACHER BEHAVIORS

TABLE C.1

ITEMS USED FOR SCALED COGNITION QUESTIONS

Item Number	Form	Item
1	A	Watching pupils during study period
2	A	Supervising pupils in a classroom test
3	A	Singing during a classroom singing period
4	A	Ignoring pupils misbehaving in a classroom
5	A	Keeping pupils quiet in the library
6	A	Speaking out at PTA meeting in the auditorium
7	A	Policing the halls
8	A	Disciplining pupils during basketball games in the gym
9	A	Visiting with other teachers on the playground
10	A	Cooperating with other teachers in school
11	B	Visiting with other teachers during study period
12	B	Watching for cheaters during a classroom test
13	B	Having pupils sing solos during a classroom singing period
14	B	Telling misbehaving pupils in the classroom to stop talking
15	B	Doing own studying and grading in the library
16	B	Attending PTA meetings in the auditorium
17	B	Allowing pupils to explore during experiments in the laboratory
18	B	Kibitzing during basketball game in gym
19	B	Supervising on the playground
20	B	Cooperating with the principal in school
21	C	Reading own books during study period
22	C	Leaving the room during a classroom test
23	C	Grading papers during a classroom singing period
24	C	Threatening pupils misbehaving in the classroom
25	C	Choosing books for pupils in the classroom
26	C	Visiting with parents during PTA meeting in the auditorium
27	C	Being partisan during football game on athletic field
28	C	Doing menial tasks during basketball game in gym
29	C	Discipling pupils in cafeteria
30	C	Participating in community activities out of school
31	D	Preparing future lessons during reading period
32	D	Leaving the room during a classroom study period
33	D	Having pupils choose songs during a classroom singing period
34	D	Telling pupils' parents about pupils misbehaving in classroom
35	D	Disciplining pupils during reading period in library
36	D	Sitting with other teachers during an assembly in the auditorium
37	D	Attending football games on athletic field
38	D	Participating with pupils in gym
39	D	Grading pupils in school
40	D	Using alcohol out of school
41	E	Preparing future lessons during recess period
42	E	Grading papers during a classroom test
43	E	Punishing pupils misbehaving in the classroom
44	E	Sending pupils misbehaving in the classroom to the principal's office
45	E	Listening and not participating during PTA meeting in the auditorium
46	E	Correcting pupils during an assembly in the auditorium
47	E	Maintaining order during football game on athletic field
48	E	Visiting with other teachers during track meet on athletic field
49	E	Disciplining pupils in school
50	E	Smoking out of school

TABLE C.2

SCALED COGNITIONS AND BEHAVIORS REPORTED BY TEACHERS

Item	Expectations				Positive Norms				Negative Norms				T.B.
	Own	PG	T	SO	Own	PG	T	SO	Own	PG	T	SO	
1	3.19	4.19	3.45	3.67	3.47	3.90	3.52	3.80	2.07	1.00	1.28	1.13	3.68
2	3.87	4.35	3.86	4.10	3.80	4.20	3.97	4.03	1.40	1.14	1.21	1.13	4.05
3	3.55	3.65	3.32	3.38	3.45	3.75	3.39	3.66	2.24	1.22	2.07	1.15	3.43
4	2.03	2.03	1.76	1.83	2.00	2.30	1.76	1.73	4.20	3.90	4.38	4.60	2.09
5	4.13	4.19	4.28	4.10	4.03	4.30	4.24	4.47	1.41	1.45	1.28	1.17	4.09
6	1.48	2.35	1.76	2.33	2.37	2.33	2.17	2.57	3.97	4.00	4.07	3.67	1.68
7	2.97	3.58	3.07	3.63	2.97	3.37	3.03	3.67	2.66	1.83	2.10	1.33	3.09
8	2.29	2.90	2.39	2.93	2.53	2.83	2.76	2.77	3.13	2.45	2.52	2.20	2.45
9	2.68	2.42	2.55	1.83	2.23	1.87	2.55	1.83	4.33	4.83	2.93	4.60	2.41
10	4.58	4.61	4.34	4.86	4.73	4.63	4.76	4.90	1.00	1.17	1.00	1.00	4.59
11	1.33	1.63	1.97	1.29	1.45	1.43	1.93	1.76	4.72	4.82	4.37	4.46	1.50
12	3.33	4.07	3.63	3.81	3.21	4.00	3.58	3.96	3.38	1.79	1.96	1.60	3.35
13	2.17	2.57	2.06	2.25	2.31	2.79	2.38	2.54	4.45	3.43	4.20	3.23	2.30
14	3.13	4.07	3.59	3.54	3.00	3.50	3.27	3.28	2.79	2.07	2.56	1.96	3.15
15	2.77	2.57	3.09	2.86	3.00	3.18	3.19	3.16	3.21	2.89	3.08	2.56	2.55
16	3.93	4.30	3.63	4.43	3.38	4.71	3.54	4.42	1.90	1.14	2.12	1.12	3.80
17	2.70	2.83	2.59	2.93	2.97	3.07	3.12	2.92	2.69	2.36	2.60	2.16	3.00
18	2.10	2.24	1.91	1.96	2.03	2.07	2.36	2.04	4.43	4.12	4.17	4.04	1.95
19	3.73	4.17	3.59	4.39	3.38	4.25	3.69	4.15	2.10	1.25	1.80	1.15	3.65
20	4.83	4.90	4.75	4.93	4.90	4.86	4.80	4.92	1.45	1.21	1.28	1.15	4.85
21	1.42	1.50	1.33	1.07	1.40	1.20	1.33	1.13	4.71	5.00	5.00	5.00	1.25
22	1.00	1.00	1.17	1.00	1.13	1.13	1.27	1.20	4.86	5.00	5.00	5.00	1.00
23	1.08	1.33	1.17	1.00	1.13	1.20	1.20	1.20	4.93	4.93	5.00	5.00	1.00
24	2.33	2.58	2.33	1.86	1.80	1.93	2.07	1.87	5.00	4.86	4.29	4.43	1.50
25	2.67	2.83	2.73	2.58	2.40	2.80	2.60	2.80	3.86	2.71	3.29	2.43	3.50
26	2.92	3.75	2.67	2.86	2.53	3.33	2.53	3.13	3.57	2.43	3.00	2.85	2.75
27	2.75	3.42	2.58	3.00	2.60	3.13	2.60	3.07	3.43	3.00	3.57	3.15	2.00
28	1.75	2.33	1.83	2.23	1.47	2.13	1.47	2.80	5.00	3.64	4.43	3.29	1.00
29	2.67	2.42	2.67	2.92	2.27	2.53	2.79	2.87	3.57	3.00	3.13	1.57	2.50
30	2.92	3.50	2.75	3.08	3.00	3.73	3.00	3.79	2.85	1.85	2.71	1.92	3.00

Note: Entries in the cells are mean responses on a five-point scale with N's equalling approximately 25.

TABLE C.3

SCALED COGNITIONS REPORTED BY EDUCATION STUDENTS

Item	Expectations				Positive Norms				Negative Norms			
	Own	PG	T	SO	Own	PG	T	SO	Own	PG	T	SO
1	3.31	3.75	3.40	4.13	3.14	3.79	3.50	4.13	2.43	1.29	1.57	1.29
2	4.13	4.44	4.00	4.27	3.50	4.00	3.79	4.33	2.14	1.29	1.57	1.29
3	3.18	3.31	2.73	3.87	2.71	3.14	2.86	2.73	3.57	1.86	2.71	2.14
4	2.13	2.00	2.07	1.87	2.21	1.93	2.29	1.50	3.79	4.14	4.43	5.00
5	4.07	4.13	4.13	4.20	3.57	4.07	4.00	4.21	1.57	1.29	1.00	1.31
6	2.56	3.06	2.93	3.60	2.79	3.00	2.57	3.57	3.86	3.57	4.43	1.62
7	2.75	3.81	3.27	4.00	2.43	3.50	2.93	4.00	3.57	1.29	2.43	1.00
8	2.38	3.00	2.60	3.27	2.43	2.71	3.15	3.29	3.86	2.71	2.54	1.92
9	2.81	2.69	3.27	1.73	2.67	1.93	3.07	1.86	3.67	4.71	2.71	4.38
10	4.27	3.88	4.20	4.73	4.53	4.29	4.57	4.71	1.27	1.29	1.00	1.08
11	1.94	2.11	2.17	1.56	1.67	1.78	2.28	1.59	4.22	3.94	4.39	4.65
12	3.11	4.22	3.53	4.44	2.44	3.72	3.11	4.00	3.61	1.78	2.94	1.71
13	2.06	2.88	2.31	2.81	2.47	3.06	2.44	2.67	3.65	3.31	3.69	3.20
14	3.44	4.17	3.11	3.44	2.33	3.44	2.88	3.13	3.89	3.35	3.29	1.75
15	2.76	3.44	2.94	3.39	2.94	3.17	3.06	3.29	2.83	2.94	2.94	3.00
16	4.28	4.44	4.29	4.78	3.94	4.33	3.83	4.59	2.18	1.44	1.61	1.35
17	3.44	3.00	3.33	3.17	4.06	3.78	3.65	3.41	1.78	2.39	2.41	2.88
18	2.00	2.18	2.29	1.88	2.06	2.35	2.06	2.00	3.88	3.53	4.00	3.81
19	3.39	3.89	3.29	4.06	3.33	4.44	3.76	4.31	2.94	1.81	2.50	1.63
20	4.56	4.67	4.33	4.94	4.44	4.78	4.33	4.82	1.44	1.22	1.50	1.29
21	2.30	2.07	2.29	1.90	2.34	2.15	2.31	2.00	3.29	3.96	3.69	3.96
22	1.43	1.10	1.42	1.17	1.64	1.33	1.33	1.15	4.40	4.84	4.84	4.69
23	1.34	1.90	1.70	1.33	1.39	1.44	1.74	1.37	4.53	4.76	4.40	4.76
24	2.40	3.28	2.94	2.30	2.14	1.88	2.58	2.08	4.13	4.00	3.23	4.15
25	3.03	3.32	2.84	3.23	2.97	3.56	3.00	2.92	3.14	2.00	3.04	2.38
26	3.60	4.03	3.00	4.31	3.47	4.26	2.96	4.04	1.76	1.16	3.15	1.64
27	3.03	3.14	2.70	2.98	2.93	3.54	2.74	3.12	2.97	2.23	3.00	2.92
28	1.83	2.00	2.13	2.17	1.83	2.42	1.81	2.48	4.36	3.35	4.62	3.16
29	2.86	3.31	3.19	3.13	2.70	3.41	2.92	3.15	3.14	2.88	2.69	2.31
30	3.13	3.83	2.84	3.83	3.20	4.04	2.81	3.78	1.69	1.48	3.12	1.16
31	2.61	3.25	2.79	3.18	3.04	3.26	3.00	3.39	3.04	2.93	2.89	2.63
32	1.68	1.75	1.86	1.43	1.85	1.53	2.11	1.37	4.21	4.77	4.27	4.64
33	3.54	3.07	3.36	3.14	3.64	3.48	3.25	3.46	2.07	2.17	2.33	2.37

TABLE C.3 (Continued)

Item	Expectations				Positive Norms				Negative Norms			
	Own	PG	T	SO	Own	PG	T	SO	Own	PG	T	SO
34	2.39	3.14	2.50	3.00	2.57	2.83	2.54	2.85	4.30	3.84	4.19	3.77
35	3.04	3.82	3.32	3.75	2.86	3.39	3.12	3.39	3.67	3.10	2.80	2.26
36	2.57	3.04	2.37	2.11	2.69	2.21	2.71	2.42	3.93	3.97	3.26	4.11
37	2.86	3.46	2.67	3.50	3.25	3.71	3.11	3.61	1.89	1.33	1.89	1.37
38	3.21	3.07	3.07	3.36	3.56	3.45	3.19	3.70	2.23	2.27	2.46	1.81
39	3.70	4.11	3.70	3.73	3.29	3.68	3.50	3.82	3.11	2.47	2.74	2.15
40	1.82	1.36	1.86	1.32	1.82	1.23	1.68	1.25	4.44	4.65	4.52	4.81
41	2.31	2.69	2.63	2.25	2.27	2.15	2.50	2.27	3.69	3.75	3.75	4.00
42	2.75	2.50	--	2.13	2.53	2.00	2.56	2.87	3.69	3.67	3.69	3.07
43	3.21	3.40	3.60	3.44	3.14	3.00	3.38	3.20	3.38	3.38	2.47	2.33
44	1.75	2.69	2.00	1.88	2.00	2.31	1.63	1.93	4.38	3.85	4.56	3.93
45	3.53	3.19	3.56	3.31	3.47	3.31	3.38	3.33	2.56	1.92	1.88	2.14
46	2.38	2.94	2.88	3.31	2.40	2.77	3.06	2.80	4.25	2.77	2.75	3.07
47	2.00	2.69	2.20	2.94	2.60	2.31	2.63	2.36	3.94	3.62	2.88	3.67
48	3.06	2.75	3.06	2.69	3.21	3.23	3.00	3.07	2.13	3.46	3.00	1.73
49	3.75	3.69	3.38	3.75	3.20	3.31	3.94	3.67	3.06	2.00	1.44	2.33
50	1.88	2.56	2.56	2.44	2.20	2.08	2.25	2.33	4.00	4.67	4.87	4.36

Note: Entries in the cells are mean responses on a five-point scale with N's equalling approximately 25.

TABLE C.4

SCALED COGNITIONS REPORTED BY NON-EDUCATION STUDENTS

Item	Expectations				Positive Norms				Negative Norms			
	Own	PG	T	SO	Own	PG	T	SO	Own	PG	T	SO
1	3.33	3.59	3.56	3.85	3.50	4.04	3.58	4.22	2.63	1.50	1.48	1.15
2	3.74	4.22	3.81	4.19	3.64	4.19	3.96	4.33	2.04	1.67	1.68	1.44
3	3.70	3.89	3.23	3.67	3.52	3.88	3.27	3.96	2.12	1.42	1.88	1.15
4	1.74	2.26	1.96	1.59	1.67	1.73	1.65	1.44	4.36	4.35	4.52	4.70
5	4.22	4.00	4.26	4.41	4.22	4.08	4.27	4.37	1.50	1.12	1.16	1.00
6	2.89	2.96	2.89	3.33	3.33	3.08	3.31	3.30	2.49	2.73	2.60	2.42
7	2.85	3.35	3.00	3.93	3.19	3.62	3.12	3.81	2.78	1.64	2.32	1.59
8	2.00	2.54	2.44	2.74	2.11	2.27	2.60	3.22	3.88	3.40	3.13	2.08
9	2.85	2.85	2.96	2.04	2.42	2.31	3.23	2.11	3.67	4.31	2.52	4.07
10	4.11	4.04	4.19	4.74	4.59	4.58	4.46	4.67	1.00	1.00	1.12	1.19
11	1.95	2.00	2.39	1.58	1.61	1.81	2.63	1.38	4.63	4.75	3.63	5.00
12	3.57	4.29	3.68	4.21	3.37	4.24	3.50	4.47	3.11	1.63	2.50	1.50
13	2.00	2.40	2.56	2.56	2.06	3.06	2.69	3.00	4.50	2.94	3.88	3.50
14	3.55	3.90	3.21	3.42	3.05	3.35	3.19	3.59	3.44	2.69	2.50	2.50
15	2.95	3.52	3.00	3.69	3.11	3.75	2.88	3.88	2.18	1.38	2.75	1.63
16	3.90	4.43	3.67	4.53	3.72	4.00	3.69	4.69	1.56	1.00	2.00	1.00
17	2.62	3.00	2.47	2.89	3.17	3.25	2.75	2.88	2.22	3.00	3.50	2.88
18	2.05	2.48	2.05	2.16	2.05	1.81	1.94	2.00	4.06	4.63	4.00	4.20
19	2.90	4.05	3.39	4.00	2.94	4.00	3.25	3.81	2.68	1.27	2.38	1.75
20	4.43	4.42	4.32	4.84	4.16	4.56	4.19	4.82	1.22	1.00	1.75	1.00
21	2.75	2.79	2.72	2.40	3.06	2.46	2.98	2.38	2.90	3.80	2.77	3.76
22	1.50	1.38	1.66	1.33	1.77	1.47	1.72	1.36	4.45	4.60	4.51	4.76
23	1.81	1.90	2.13	1.69	1.50	1.65	1.94	1.40	4.71	4.58	4.39	4.65
24	2.94	3.12	2.98	2.58	2.12	2.49	2.60	2.48	4.25	3.94	3.27	3.52
25	3.10	3.40	3.26	3.47	2.73	3.20	3.20	3.58	3.75	2.37	2.69	2.29
26	3.68	4.19	3.58	4.22	3.80	4.23	3.42	4.34	1.76	1.44	2.47	1.31
27	3.04	3.15	2.63	2.84	3.37	3.12	2.64	2.98	2.47	2.82	3.39	2.49
28	2.00	2.17	2.04	2.54	1.87	2.46	2.08	2.62	4.18	3.37	3.92	3.00
29	2.82	3.35	3.26	3.67	2.52	2.88	2.96	3.34	3.48	3.47	2.46	2.02
30	3.12	3.53	3.15	4.00	3.39	3.81	3.29	4.00	2.14	1.72	2.63	1.67
31	2.67	2.67	2.69	2.57	2.40	2.56	2.92	2.31	2.69	3.43	3.73	4.27
32	1.87	1.80	1.92	1.29	2.00	1.94	1.75	1.85	3.93	4.47	4.73	5.00
33	3.20	3.60	2.92	2.64	3.40	3.56	3.23	3.31	2.43	2.27	2.42	3.00

TABLE C.4 (Continued)

Item	Expectations				Positive Norms				Negative Norms			
	Own	PG	T	SO	Own	PG	T	SO	Own	PG	T	SO
34	2.73	3.73	2.92	2.71	3.00	3.00	2.69	2.64	3.64	4.20	4.67	4.60
35	3.53	3.73	3.54	3.29	3.27	3.38	3.15	3.55	2.23	2.50	2.36	1.89
36	2.27	2.80	2.38	2.00	2.20	2.56	2.54	2.36	3.64	3.53	3.33	4.20
37	3.33	3.20	3.15	3.57	3.40	3.69	3.33	3.10	1.92	1.43	2.45	1.44
38	2.20	2.47	2.15	2.86	3.13	3.69	2.69	3.18	3.00	1.87	3.45	1.80
39	4.07	4.40	4.00	4.00	3.47	3.71	3.08	3.09	3.08	2.46	3.40	2.33
40	2.47	1.33	1.92	1.57	2.40	1,80	2.08	1.82	4.43	4.40	4.67	4.60
41	2.67	2.93	2.87	3.13	2.87	3.64	3.47	3.13	3.46	2.42	2.38	2.69
42	3.20	2.87	2.91	2.80	3.00	3.07	3.07	3.13	2.77	2.33	2.46	2.15
43	3.00	3.07	3.27	3.47	3.07	3.21	3.47	3.40	3.62	2.17	2.69	2.58
44	2.14	3.07	2.73	3.07	2.53	2.86	3.21	2.93	3.85	2.92	3.00	3.62
45	3.73	3.93	3.60	3.80	3.07	3.71	3.73	3.27	2.69	2.33	2.46	2.77
46	2.47	3.07	3.20	3.47	2.93	3.43	3.47	2.93	3.69	2.75	2.46	3.08
47	1.93	3.13	2.60	3.53	2.47	3.50	3.80	2.87	3.92	2.00	2.00	2.77
48	3.20	3.07	3.20	2.60	2.87	3.00	2.73	3.27	3.69	3.17	3.46	2.54
49	3.13	3.27	3.40	3.60	3.07	3.43	3.67	3.33	2.92	3.00	2.15	2.69
50	2.60	2.40	3.33	2.33	2.57	2.36	2.21	2.50	4.00	4.92	4.58	4.67

Note: Entries in the cells are mean responses on a five-point scale with N's equalling approximately 25.

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